

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to May, Bi-Monthly June and July, by THE CHILD WELFARE CO., INC.

Vol. XXVII

SEPTEMBER · 1932

No. 1

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EXECUTIVE AND SUBSCRIPTION OFFICES: 1201 16TH STREET N. W., WASHINGTON, D. C.

Entered as Second-Class Matter at the Post Office, Washington, D. C., under Act of March 3, 1879.

Notice of change of address must be given one month in advance and must show both old and new addresses.



MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS

SUBSCRIPTIONS: \$1.00 a year in United States and Possessions; \$1.25 a year in Canada; \$1.50 a year in Foreign Countries; single copies, 10 cents; special group offer on request. No allowance for notary fees.

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Courtesy Museum of Fine Arts, Boston

"MOTHER AND DAUGHTER"

From a Pastel by MARY CASSATT

The President's MESSAGE

WHEN one gazes at the beauty of a great masterpiece he sees it as a whole, the realization of an artist's dream. Stirred by the glory of a mosaic or of a stained glass window, one sees not the single block or glass, nor the effort and thought that lay behind the vision, but the result as a unity in beauty, in plan, in execution.

Yet each bit of glass, each tiny stone, each color with light and shade is essential to the perfection of the masterpiece. Every section is related harmoniously to every other, each cemented by a unity of purpose to produce a reality in form and color. The richness of the color, the size of the pattern, the harmony of artistic planning are dependent upon the perfection of each small bit. One missing piece, one inharmonious color, one small unrelated bit may ruin the perfection.

As a child welfare group, our national value to childhood may become a beautiful mosaic of unselfish devotion; it may be a mosaic patterned by our founders, rich in the color of its loving service, harmonious in the form of its wise activities, comprehensive and complete in its effort to protect all children, and beautiful because its plan is noble. Yet its value as a whole is dependent upon each part.

Each member of the National Congress of Parents and Teachers is an element; each unit brings its coloring and form to join in making the whole; the councils, districts, and states are the loyal cementing, unifying, and solidifying influences that hold together the intricate parts of the national design. Upon the leadership depends the stability and unity of our plan. Upon the success of each local unit depends the perfection of our national effort. Those who stand by to gaze at our mosaic may lose entirely the purpose of the whole because of a few unsuccessful bits. We, therefore, who serve are responsible for that which is ours to make.

It may be that the part we build will not be placed in the light of a star, nor the gleam of the sun; it may be that our color may not be royal purple nor shimmering blue; it may be that we shall not be part of a crown or a halo. We may perhaps work out the golden brown of the earth, or the drab of a pavement stone; we may be a shadow that by contrast throws the high light in another place. Yet paving rock, earth, or shadow is part of a great whole. We must have a vision of the whole picture, neither minimizing nor magnifying our part. The service we render should be the result of careful planning, unselfish work, and faith in the ideals of the National Congress movement.

Minnie B Bradford

President, National Congress of Parents and Teachers

WHY FAILURE IN COLLEGE?

A WISE EDUCATOR TELLS WHY MANY COLLEGE STUDENTS FAIL TO MAKE THE GRADE

By JANE LOUISE MESICK • Dean, Simmons College

THE yearly September exodus from the typical American home sends thousands of students pouring into institutions of higher education, all seeking that *summum bonum* of the aspiring mind, a college educa-

tion. To these young people, as well as to their parents, expectation takes various forms. Some students come reluctantly, dreading the four-year grind ahead of them; but their apprehensions, which like the proverbial straw show the direction of the wind and all too often are the forerunners of inevitable catastrophe, are swept aside by the enthusiasm and pride of parents, by the Juggernaut power of the "system," or by the blind determination of the victim to measure up to the stature of his fellows and go through the motions, at least, of keeping a steady seat on the great educational band wagon. Many look upon college as an "open sesame" to future success, intellectual, social, financial; a modicum, a sadly small minority perhaps, are urged on by a real thirst for information and a love for learning.

REASONS FOR COLLEGE FAILURES

ONE does not need to be a college official to prophesy that a certain proportion of this heterogeneous mass will come to grief academically and that others who achieve a passing grade will still not be sat-



Drawings by Arthur Herrick

isfactory students from the point of view of the college. What are the reasons why so many students entering college with high hopes and a passing mark in entrance examinations fail to make a respectable show-

ing? The answer is, of course, obvious in many cases. Even the best students, potentially, may be led astray by an excessive interest in fraternity dances, in athletics or other extracurricular activities, or may reveal a lack of emotional or physical adjustment to new conditions. When we eliminate these, there still remain the unexplained fatalities which always seem to college authorities to be the most unfortunate and the most disastrous in their effects—the failures that are a shock to students, parents, and school.

In view of the exacting entrance requirements nowadays it should be expected that very few students who have not potential college ability actually succeed in getting in. It is reasonable to suppose, too, that once in one should get on well, as college work is gauged generally for the average student; it does not require more than average brains to get through the best college in the country.

A far greater number of students than we suspect have not been trained in correct habits of study. I have seen this unfortunate fact create havoc in many youthful careers. For instance, too few students enter college

with a knowledge of how to take reading notes correctly. In a history course covering a confused period, such as the Renaissance, a student who takes notes sentence by sentence as he reads—and a good many of them follow this method—becomes hopelessly involved and loses all sense of proportion. The broad stream of history is broken into a jumble of rocks and rapids. In the words of a hackneyed expression, he does not see the forest because of the trees. This same propensity when carried over into all courses which involve a great deal of reading—English, economics, sociology, psychology, and the like—assumes threatening proportions and may seriously endanger a college career. It should be the task of the preparatory school to teach the student the proper way to take notes as a preparation for the great bulk of reading ahead of him.

Another cause of failure, and a much more serious one, is the great lack of the power of concentration betrayed by the average student. This is particularly insidious because there is no way to check it in a young person who is apparently engaged in quiet and orderly study, but whose mind may be anywhere in heaven or earth. I wish I could find words persuasive enough or impressive enough to convince young people that this is the most serious consideration in all college success. It is a matter of the will until it becomes a habit of mind. No one succeeds without it. It is by far the most important item in one's college equipment, often compensating for lack of adequate preparation or even for lack of brains.

A great source of discouragement to college freshmen, often leading to total failure, is their misconception of their place in the college scheme of things. It may be very mortifying to find one's real intellectual

level. A student comes with a high average from his preparatory school and confidently expects to do as well in college. He does not realize that a large number of his freshman acquaintances have been valedictorians or salutatorians or honor pupils as well as himself and that the chances are small that his grades will be as high in college as they were in high school. The first C grade comes as a shock—for both parents and student. It is only when one has found his real level, representing the best he can do, that he can be reconciled to the fact that the world does not blame him for not being geared for A's any more than it blames him for not being able to sing high C.

All of these difficulties which I have mentioned are serious but not incurable; the wise parent or teacher can forestall trouble which has to do with a student's mode of study or his attitude toward his



A young person may be apparently engaged in orderly study while his mind is anywhere in heaven or earth

work and his grades. No one, however, can achieve the impossible in making him "college-minded" if he is not. That consideration is, I think, the most serious because of the implications it has for the future of higher education as well as for the student.

SHALL THEY GO TO COLLEGE?

IT has become the fashion to go to college, and the question of a past generation, "Shall I send my child to college?" has become in this day and age, "To what college shall I send my child?" In even the humblest home the need for saving for the children's education has become an object almost coincidental with their birth. A college education has come to be looked on as something which every right-minded parent owes his son and daughter. The obligation seems to rest with equal weight upon the educated and the uneducated, upon the rich and the poor, upon the native and the foreign-born.

Under these circumstances it is perhaps heresy to suggest that there may be any undesirable element in this state of affairs. Certainly we pride ourselves on our generous educational opportunities and the democratic character of our schools and colleges. There is danger, however, that we may make a fetish of a college education and that, like so many other things that are desirable, it may deteriorate through its very popularity. If the great numbers of students who enter college fail to meet the most exacting requirements for the degree, the college must revise its curriculum to meet the powers of its students, and therein lies a questionable solution of the problem.

The headmaster of a certain well-known eastern school for boys made this point

when he wrote in the *Atlantic Monthly* last year of the boys who are "shoehorned" into college "to avoid the disgrace which they and their parents believe attaches to failure to enter college." His remarks on the effect of the presence of the unfit on the college itself will bear quoting: "One might suppose that while the individuals who spend their college years on . . . trivialities are getting nothing of educational value, their presence would nevertheless do no great harm to serious-minded seekers after learning who compose the rest of the college, but

it must be remembered that the college is a community, a more or less compact social body, and that the presence of any considerable number of idlers, dullards, and butterflies makes it impossible to establish the undercurrent of intellectual enthusiasm which, ought to be present in any community devoted to learning. If the college is to do its intellectual task well, it cannot tolerate the presence of those who interfere with it. . . .

Sooner or later the colleges

are going to insist on their right to be truly temples of learning and they will eject the money changers."

Obviously an educational institution has its reason for being in the welfare of the student, but the pity of it is that so much good teaching is done in vain and that the intellectual banquet is spread before so many guests who are not hungry and who will never taste the full delights of it. Nor, in saying this, would we forget those appealing young persons, of whom there are many, who, entering college as a lark, become fired with zeal under the influence of some fine teacher or in a hitherto untried field of learning.

Many of us who daily see young people

(Continued on page 46)



Y's Craftsman

The author, Dean Jane Louise Mesick

PLANNING FOR HEALTHY MOTHERS AND BABIES

AN ARTICLE SUITABLE FOR DISCUSSION IN THE
PRESCHOOL STUDY GROUP AND OF GREAT
VALUE TO THE EXPECTANT MOTHER

By ELISABETH SHIRLEY ENOCHS • United States Children's Bureau

1. *Why should the expectant mother consult a physician early in her pregnancy and regularly during the nine months?*
2. *What daily schedule is best for both the expectant mother and her baby?*
3. *What diet should the expectant mother follow? Give sample menus.*

HOW many things in this world are more important than healthy, happy mothers and babies? Very few, if any. And since there is general agreement that the health and happiness of mothers and babies is essential to the welfare of the nation, the next important consideration is: how may this desirable state be achieved.

Of course, we all know that the health and welfare of the baby has its beginning long before the baby is born. Among the many remarks attributed to Napoleon I, there is one which admirably fits the case.

To a mother who boasted to him that she had begun the training of her baby the day he was born, the Little Corporal is said to have retorted, "Madame, you began nine months too late!" In other words, if the baby is to have the best possible chance to get off to a fine start, his mother must begin to plan for his coming long beforehand, and take the best possible care of herself so that she will be strong and well and able to take care of the baby and enjoy him after he arrives. This means that she must not neglect that important thing known as prenatal care.

Prenatal care has been defined as "that part of maternal care which has as its object the complete supervision of the pregnant woman in order to preserve the happiness, health, and life of the mother and child." Put in a few words, good prenatal care means good doctors, good patients, and bringing them together to work in perfect cooperation at the earliest possible moment after it is known that the baby is expected.

IMPORTANCE OF PRENATAL CARE

DESPITE the increasing attention paid to this vital subject during the past few years, one still hears such comments as, "My mother had six children and she didn't make such a fuss about these things!" A comment that may be true but



Courtesy, U. S. Children's Bureau

A healthy, happy mother and baby

September, 1932



© Bachrach

doesn't prove anything at all unless it be that that particular mother was most fortunate in escaping the ills that befell many women of her own generation, as well as of the present generation, due to inadequate care and medical supervision during the prenatal period.

The high death rate among mothers in the United States has become a matter of concern, even of alarm. But during the past few years, ample evidence has been collected to prove that prenatal care can and does save mothers' lives, and there are reliable statistics to show that a large proportion of the women who die in childbirth each year have never had any prenatal care at all; or if they have, it has been a limited amount of care, often of the most inadequate kind.

Just what is meant by prenatal care?

More important than anything else in planning the best possible care for mother and baby is that the mother should go to a doctor for examination and advice just as soon as she thinks she is pregnant and should remain under his care until the baby is born. At this first visit the doctor will ask her many questions about her medical history and will make a complete physical examination. This will include not only an external abdominal and an internal pelvic examination and measurements, but an examination of the teeth, tonsils, throat,

thyroid, heart, lungs, kidneys, and digestive organs, taking of blood pressure and weight, and testing of the blood. This examination is most important for the mother's well-being, for it enables the doctor to find out whether her organs are in good condition and to start treatment at once if anything is wrong. Moreover, if the physician knows his patient's condition early in pregnancy, he will be able to discover slight changes at later examinations and interpret them intelligently.

To those who still argue that childbirth is a perfectly normal function and that there is no need to make so much fuss about it, the reply is, "Of course, pregnancy and labor are normal functions. They do not normally interfere with health; in fact, many women are in better health after pregnancy than before. However, pregnancy must be carefully and constantly watched, for it may become abnormal very quickly and will then require special treatment to insure a happy outcome for mother and child."

PROFESSIONAL CARE

THE first visit to the doctor is important for other reasons than the physical examination. At this first visit the doctor will go over with the expectant mother the hygiene of pregnancy, or prenatal care. For instance, he will explain to her why she should go at once to a good dentist. He will tell her how often he himself wants to see her—at least once a month during the first six months, every two weeks or oftener during the next two months, and every week in the last month. He will explain to her what he will do at each visit—look into her general condition, take her blood pressure, analyze her urine, and carefully weigh her.

The plan that will be followed should be carefully talked over by the doctor and the expectant mother, and she should feel free to ask about its cost. Some doctors charge a flat rate covering supervision during the prenatal period and care at the time the

baby is born. If she cannot afford to go to a private physician, she should go at once to a prenatal center or clinic and follow absolutely the instructions given her there just as she would follow the instructions of a private physician. If it is impossible to see a doctor as often as has been advised, it is highly important that the expectant mother should be in close touch with a district or public health nurse who will observe her and report any suspicious symptoms to the doctor in charge.

As has already been stated, prenatal care demands not only good doctors but good patients. In other words, the expectant mother must do her part by faithfully carrying out the doctor's instructions and obeying all the rules he gives her for what may be called the hygiene of pregnancy. These are simple rules pertaining to diet, exercise, rest, clothing, and physical care but they constitute a most important element of prenatal care. In short, the expectant mother must remember that she is like an athlete in training for a race or contest who lives according to rules worked out with the test to be met in mind. Her test is her confinement, and the goal is health for the baby and herself.

EATING WISELY

WE have all heard about the members of college crews and football teams who eat at separate tables and are kept on a special diet while they are in training. But the case of the expectant mother is much more important, since she must be concerned not only for her own welfare, but for building a new person. Unless the baby can get what he needs from the mother's food, he will take it from her body. A woman may live in fair health on a diet which does not offer sufficient nourishment for both her and an unborn baby. This means that unless the diet is adequate to nourish her and supply the building materials for the baby, the mother will be undernourished and, perhaps, her teeth will suffer. Many of us



are familiar with the old expression, "For every child, a tooth." This old saying means only that formerly the expectant mother did not have the proper food. If she is on an adequate diet and under the care of a good dentist the old saying need no longer be true.

The diet at all times should contain sufficient amounts of protein or tissue-building substances, starches, fats, minerals, and vitamins. During pregnancy extra minerals and vitamins are needed. Many persons in this country live mainly on a faulty diet of bread, meat, potatoes, and sugar. Such a diet is especially poor in vitamins and minerals; and milk, green vegetables, and fruit are needed to supply its defects. For building bones and other body tissues, milk, whole-grain cereals, eggs, fruit, and green vegetables like spinach and lettuce are needed. If plenty of green leafy vegetables are eaten daily, a quart of milk a day, including what is used in cooking and on cereal, will give the mother enough calcium, or lime, to insure her own bones and teeth against injury in supplying the baby's needs. It seems practically impossible for the pregnant woman to get enough calcium in her diet unless she takes at least a pint of milk daily or its equivalent. Some women who dislike milk may find mixing milk powder with other foods the easiest way to obtain the required amount. Of course, all pregnant

women do not need exactly the same kind of diet. The underweight woman may need more, and the overweight woman less. The doctor can best advise about this and the expectant mother should be careful to follow his advice. At no time should she overeat, as overeating is dangerous during this period. The woman of average weight should not gain more than twenty pounds during pregnancy. A sudden gain in weight may be a danger signal and should be reported to the doctor at once.

Not only must the mother supply food for the baby's development but her body must carry off the baby's waste products as well as her own. The accumulation of waste products in the system is the cause of various minor ailments in pregnancy and of some serious ones. Liquids help the bowels, kidneys, and skin to throw off these waste products and should therefore form a large part of the diet of every pregnant woman. The proper amount to be taken is usually around three quarts, much of which should be water. If the expectant mother drinks eight glasses of water a day, the milk, cocoa, soup, and other liquids in the diet will supply the rest. Tea and coffee should be used in moderation.

Eating too much, eating in a hurry, or at irregular times is harmful even in ordinary times and should be especially avoided during the prenatal period. Foods that are not easily digested should be avoided, for no matter how generally suited the diet may

be, mother and baby are not deriving full benefit from it unless the food is properly digested. A healthful, happy life, with plenty of outdoor sunshine, enables the mother to make the best possible use of the food she eats.

EXERCISE, REST, AND MENTAL HYGIENE

EXERCISE and rest are other important factors in prenatal care. Daily exercise is important but violent exercise and excessive hard work—especially reaching and lifting or pushing heavy objects—must be avoided. Exercise in some form should be taken under the direction of the doctor. It should never be carried to the point of fatigue.

Plenty of fresh air day and night, at least eight hours' sleep at night, and an hour's nap or rest lying down during the day are essential to the proper hygiene of pregnancy. Many women think they have no time for the daily nap or rest period. But they must find time for it somehow, since their health demands it, and

when they do so they will find that it enables them to do their work to better advantage.

The physician will prescribe the simple rules of physical hygiene which the mother should follow, but it is she herself and her husband who can do most to promote another essential element in prenatal care, namely, mental hygiene. A healthy mind is important as well as a healthy body. This



THE RUNAWAY

By Revah Summersgill

Patty staggered through the grass
In the summer sun,
Laughing, stumbling, fighting weeds
As she tried to run.

Tall, rank meadow-grass and docks
Suddenly were fair,
Parting just to let her through,
Waving past her hair.

Sunshine, hot sweet smell of hay
Always will, for me,
Bring remembrances of her
When she was just three.

means avoiding worry, nervousness, and fear, and developing confidence, contentment, and a happy anticipation of the experience in store for her. The prospective father can do his share by helping to make the home a cheerful, happy place. Of course, he may be tired when he comes home from his day's work, but when he realizes the importance of the help he can give, he will be glad to take over some of the household tasks that are too heavy for the prospective mother at this time, and help promote peace and tranquility in the household. Nature is somewhat under a strain during pregnancy, and the strain may show itself in overwrought nerves if there is discord instead of peace in the family.

ADVANTAGES OF HOSPITAL CARE

IF the expectant mother has decided to have the baby at home, she will want a nurse, and the doctor can probably suggest one. It is becoming more and more common, however, for women to go to hospitals to have their babies. If a hospital is decided upon, it should be one which is well equipped to handle obstetrical work, and one in which maternity cases are separated from other patients. Otherwise it has no advantage over the woman's own home. A well-equipped and well-conducted hospital has many advantages over a private home, however. It may be cheaper, it is more convenient, and it is safer for mother and baby if an emergency arises. In many parts of the country no hospitals of any sort are near enough to be used, and the majority of

women must therefore have their babies at home.

When the mother has her baby at home, the best nursing service that she can have is what the expectant mother should plan for. The nurse should visit the home a few weeks in advance to familiarize herself with the rooms and arrangements. She will be needed for longer or shorter periods in different cases, but as it is important for the mother to be relieved of strain after the baby comes, it is worth stretching a point financially to keep the nurse as long as she is needed, two weeks at least, and longer if necessary. In many places a nurse from the visiting nurse association will come as needed and is paid only a small fee for each visit. It is well for the expectant mother to familiarize herself with the community agencies that provide assistance in such cases.

But too much emphasis cannot be placed upon the necessity of seeking out the best doctor obtainable and cooperating wholeheartedly in the plan of prenatal hygiene which he will map out. This will mean intelligent prenatal care, and the result will be—healthier and happier mothers and babies.

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THE guardians of the child have the duty to present in their own lives such patterns of honesty, sincerity, and courage as shall challenge the child's emulation. In an age when mechanical devices bring distant wonders, and the spread of wealth provides ease and comfort beyond our wildest dreams, it is of the gravest importance that all adults realize that by no such trickery is the matter of wholesome life produced. It is only in the example of sincere living that the child finds the dynamic impulse for his own wholesome development."

—JUDGE FREDERICK CABOT

OUR EXCEPTIONAL CHILDREN

THE FIRST OF THREE ARTICLES DISCUSSING WHAT TO DO ABOUT HANDICAPPED AND GIFTED CHILDREN

By MARION L. FAEGRE • Assistant Professor, Institute of Child Welfare, University of Minnesota

WHO are these exceptional children? As the report of the White House Conference on Child Health and Protection defines the term, it is taken to include "both the handicapped and the gifted, or children who deviate from the average child to such an extent as to require special treatment or training in order to make the most of their possibilities." These include the crippled; the blind and partially seeing; the deaf and heard of hearing; the defective in speech; children of lowered vitality; the mentally retarded; children with behavior problems (the nervous, the emotionally unstable, and the delinquent); and the gifted.

Unable to see the importance of prevention, we have waited to face the problem of proper care and training for those who need special attention until our minds are forced to cope with it by reason of the huge numbers of persons who are each year entering the doors of institutions for those suffering from mental difficulties; until our prisons, hospitals, and state schools are filled to overflowing with those of whom a large proportion might, if cared for in time, be "returned to the normal stream of life."

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.—*The Children's Charter*

Slowly, in the light of all this misery, society is coming to realize that instead of spending vast sums of money on the support and care of such individuals, many of whom remain society's charges throughout life, instead of watching much ability go to waste because of a lack of proper encouragement at the crucial period of youth,

a reorganization of effort should be made. A more forward-looking plan will give many of these exceptional children the kind of training that will make them self-supporting and self-respecting; the kind of treatment that will step in and prevent the further encroachment of disease or defect, in cases where early recognition is half the battle.

The enormity of the problem of helping the millions of children who require special care is baffling. When we read that in this group only one child out of every hundred who needs it is receiving the attention that will make it possible for him to meet with his fellows on an equal basis, or is having an education that is planned with a view to making him an achieving member of society, we are staggered at the task that confronts us. It is hard to think in such large num-

bers as those that confront us in connection with all kinds of handicaps.

For example, of the 50,000 partially seeing children who should be in sight-saving classes, only 5,000 have opportunity to be there. Of 3,000,000 children with impaired hearing, only a pitifully small proportion are enrolled in classes that give constructive training. Of the 1,000,000 children whose speech is so defective that they need remedial treatment and training, only 60,000 are receiving the necessary corrective attention. Now it is a well-known fact that children who have speech defects do not "outgrow" them, as was formerly believed. The child who stutters should have attention when he begins to hesitate and stumble, not when his case has advanced to the stage at which he is hopelessly self-conscious, and when his speech habits are difficult to change.

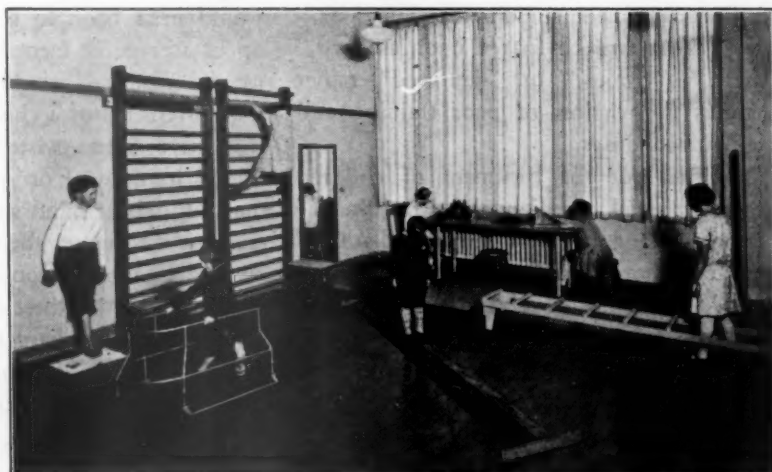
It is also true that many of those children with impaired hearing and vision may be helped if their defects are recognized in time. For example, of the 20 per cent of elementary school children who have defective vision, 19.75 per cent have eye defects that can be corrected. From these illustrations it will be seen that the earlier the speech defect or poor eye-sight or hearing is found out, the better will be that child's chance of having his defect remedied, or of having such educational training as will make him unconscious of his difference from others.

THE PHYSICALLY HANDICAPPED

ONE of the ways in which individuals may help in warding

September, 1932

off crippling handicaps is by learning more about child development, and in spreading that knowledge. Early discovery is made possible only by knowledge as to the dangers which beset childhood. Just as in infantile paralysis early and enlightened treatment is essential to recovery, so in the case of tuberculosis, problem behavior, and delinquency understanding of conditions which bring about such maladies is essential to their prevention. For example, research "has proved that tuberculosis is not a disease originating in adult life primarily, but is the result of the childhood type of tuberculosis." The White House Conference report goes on to say that "the childhood type of the disease is, with few rare exceptions, always curable." What can be done in the case of early discovery is shown by such figures as those for the decline of the death rate from tuberculosis in New York City, where between 1920 and 1928 a reduction of 57 per cent was brought about in the deaths among children from five to ten years of age. No better proof could be asked of the wonders accomplished in the checking of so dread a disease by open-air schools, summer camps, and other treatment such as rest, good food, and health-training.



Courtesy Ann J. Kellogg School, Battle Creek, Mich.

Corrective gymnastics in a specially equipped gymnasium in the Ann J. Kellogg School, which is putting into practice the recommendations of the White House Conference

In the case of heart disease, much of which goes undiscovered during the school years due to the lack of good methods of finding such cases, it has also been proved that early discovery, medical treatment and special school adjustment would cut down enormously the deaths from this cause.

In the case of the blind child, or the cripple, early education of his family may prevent their sympathy and pity from adding to his handicap. His adjustment can be successful only as he is encouraged to think of himself as able and unafraid. The dependence which makes adjustment impossible is not his own fault; self-pity and timidity are engendered by the attitude of others. Self-reliance grows in proportion as accomplishment is made possible, and it is possible for the handicapped child to achieve only as his abilities are recognized and encouraged. Opportunities for self-help and self-direction are what he needs.

THE MENTALLY HANDICAPPED

THE need of early discovery and treatment is strikingly illustrated in the case of the behavior problem child. As the White House Conference report says, these children are too often "doomed in advance to discouragement, unhappiness, and failure." They will be looked upon as "bad," "mean," "vicious," or "depraved" rather than as the victims of poor training and poor surroundings.

Facilities for the treatment of children needing special attention along the line of personality and behavior are pitifully lacking. Not more than 5 per cent of our cities make any attempt to give the maladjusted child the type of training that he needs. Only a few of the larger cities maintain clinics for the analysis and treatment of behavior problems. The cost of such organizations is often argued as a reason for their slow acceptance as a part of public school systems. Such an excuse is laughable, in the face of the enormously greater expense

to society of the aftermath of neglect. The cost of crime, added to the costs of hospitalization for those who become such pronounced misfits as to be unable to carry on outside of institutions, adds up to a total that makes us realize that our pinch-penny way of handling such problems at present is pitifully inept and expensive.

The nervous child, the emotionally unstable, the delinquent all need special educational treatment to make it possible for them to enter into the normal stream of life, instead of becoming driftwood that hampers the free onflowing of that stream. Much study of the underlying causes of so-called behavior problems is necessary before we can make headway in solving this puzzling and delicate problem—a scrutiny of the difficulties in family life and in social and economic conditions surrounding the child, of the factors of his physique and personality that predispose him to need careful training if he is to become a desirable and happy member of society.

The sympathy and interest of most people is much more easily enlisted in the cause of the physically handicapped child than in those cases where the handicap is mental. As a matter of fact, the physically handicapped are often harmed by sympathy which would be a boon to the child who is not up to average in mental ability. Which of us, for instance, would think of hurrying the movements of a child with legs or back that have been twisted by disease? We should have equal or greater patience with the child whose mind works slowly. In the one case we can see the defect; in the other our imagination is too feeble. We evade facing the fact that these children are likely to become society's charges in a way that is more costly than all the physical care entailed by the blind or the tubercular.

THE GIFTED

WE have even lacked the vision to see that in our neglect to enrich the lives of

(Continued on page 45)

READY-MADE COLLECTIONS OF CHILDREN'S BOOKS

A SPECIALIST IN CHILDREN'S LITERATURE
GIVES ADVICE CONCERNING SETS OF
BOOKS FOR CHILDREN

By EVA CLOUD TAYLOR

THERE are those who declare that a shelf of miscellaneous volumes—*Alice in Wonderland* next to Andersen, with *Little Women* and *Smoky* just beyond—is more attractive than any uniform set of children's books. Be that as it may, to many busy mothers there is something especially satisfying in a set made up of several volumes of carefully selected stories. Such sets seem to fill a definitely felt need in many home libraries. They have the expert editorship that modern parents so much appreciate. Moreover, there is a kind of inexhaustibility about them that makes them invaluable; for until one has tried, one never realizes how difficult it is to keep enough stories at hand for the children. Sets have the faculty of being always there, ready for the rainy day, for the day when one cannot get to the library, for the many times when a good story read aloud will ease a trying situation. They become an important part of the home background, training the child's taste, helping to form his ideals, and becoming a part of the home which he will long remember with gratitude and pleasure.

The Children's Hour, a ten-volume set edited by Eva March Tappan and published by the Houghton Mifflin Company (Boston), has been available for many years. A new edition recently issued brings

it to us in a somewhat gayer dress and with all its well-remembered good qualities intact. Miss Tappan, long an authority on literary matters and the author of a number of children's books, selected for this set hundreds of stories of a great variety but all from literature of recognized value. Fables, fairy tales, myths, stories of adventure, historical tales, humorous stories, nature stories, stories of heroes both legendary and real—all are here. Children brought up with these stories as told here will have an excellent preparation for high school and even college work in literature. For mothers, a knowledge of this set is as good as a course in children's literature. It is a set that is not easily outgrown; while full of life and interest, it is yet "standard" in every sense of the word. A helpful booklet on character building comes with the set. This booklet lists more than a hundred character traits with suggested stories related to each trait.

My Bookhouse, a six-volume set edited by Olive B. Miller and published by The Bookhouse for Children (Chicago), has become a prized possession in thousands of homes. Carefully selected poems and stories for the nursery, fairy tales and other good stories of many kinds for the middle-sized children, hero and biographical stories for the older ones—such is but a



suggestion of the ground covered by this set. Although the stories are taken from a wide variety of sources, in examining the set as a whole one notices a decided unity of spirit throughout. This may be because Mrs. Miller not only edited the set but also wrote and adapted certain parts of it. Volume VI, which contains biographical stories, mostly from the lives of authors, is her own work. It is evidence of the author's great enthusiasm for her material, her marked interest in that which is poetic and beautiful and her very real concern for the ethical content of stories. These qualities are apparent throughout the set. There are historical, geographical, subject, and ethical theme indexes. These are helpful to the mother using the set for story-telling or reading aloud, and also to the child using the set in connection with his school work as well as for pleasure reading.

A three-volume set called *My Travelship* has also been prepared by Mrs. Miller. This set contains nursery rhymes, poetry, and stories from France, Japan, and Holland; it is copiously and beautifully illustrated.

Three volumes of the six-volume set, *My Book of History*, also by Mrs. Miller, have recently been completed. Volume I, "Beginnings," Volume II, "Conquest," and Volume III, "New Nations," give the child reader a vivid conception of history by means of historical narrative, selections from the literature of the period, and reproductions of the art of the time.

This is a work of real value for both its beauty of format and its choice of content. Mrs. Miller has been able to make even prehistoric man interesting, and many children will owe their love of history to this compilation. Each volume has a convenient index.

SINGLE-VOLUME COLLECTIONS

THEN there are the one-volume collections of children's stories, omnibus volumes as they might be called today. Mrs. Mary Hodgkins has given us a delightful collection of folk and fairy tales, realistic and historical stories in *The Atlantic Treasury of Childhood Stories*, published by the Atlantic Monthly Press (Boston).

For many years *The Children's Book*, by H. E. Scudder, published by Houghton Mifflin, has been a standard thing of this kind. This volume contains nearly two hundred stories and poems, most of which are from the classics of children's literature. Some of the selections may seem a bit old-fashioned today, and the book contains

stronger meat than some modern editors admit to their books. Nevertheless, it remains one of the most valuable books of this kind.

Under the general title *The Wonder Road*, the Macmillan Company (New York) has issued three volumes of fairy tales and other fanciful stories selected by the

(Continued on
page 46)





Drawn by Ruth M. Hardy

A TASTE FOR MUSIC THROUGH MUSICAL TOYS

THE PRESCHOOL YEARS OFFER A FRUITFUL OPPORTUNITY TO PARENTS WHO WISH TO DEVELOP THE MUSICAL TASTE OF THEIR CHILDREN

By ROSE ELLA CUNNINGHAM



WE have made great strides in the science of child development but so far we have hardly begun to tap the resources of music in child development. And yet its essentially spiritual character is in keeping with the child life. It is beginning to occur to us that music may be one of the divine means for a happier and more successful bringing up of children. We are missing something, if it is not a happy experience.

Of the sense organs through which we receive all knowledge of the world about us, the ear is very early developed in the infant, and is very keen, sensitive, and refined throughout life. The child is soothed by the voice of the mother long before it understands the meaning of words.

Let the mother cultivate a variety of expression in her voice, not only the soothing, quieting voice, but the bright, merry, stimulating voice, the firm voice, not harsh but positive. What a difference it makes to the

child if its mother has this kindly, positive voice which it is easy to obey, rather than the uncertain voice with no strength of decision in it to guide the child and make obedience easy.

If the infant be surrounded by too many voices, it will not cultivate the listening ear. Increase its circle of acquaintance slowly, allowing time for making acquaintance with each new voice without confusion.

TOY INSTRUMENTS FOR CHILDREN



WITH this early training of the listening ear, definite tones can be given by the voice for imitation—a natural step to the child's own singing and to his use of the toy musical instruments.

The simplest of these will be the one-tone horn or whistle; then the four-tone violin pitchpipe; then the percussion metallophones, rhythm-melody bells, chime bells—at

first for very simple tunes of two or three tones; then the rhythmic toy instruments: the drum, bell, triangle, castanets, tambourine; then the toy bugle and toy trumpets—these last of German or French make—and the slide trombone from Czechoslovakia; and last, the flageolet—French or German—the psaltery of American make, and the miniature piano.

It would be possible for a family to acquire quite a collection, valuable in its extent of possible experiences, by purchasing one at a time for the children as occasional gifts. The cost would be moderate, no greater than for other less desirable playthings. In a neighborhood a collection can be made more rapidly if each child possesses

pleasure will be enhanced by its home surroundings and by the approval and pleasure shared with the members of the family. We must gradually raise the standard of the toys, but still keep them toys for the preschool children.

A LETTER FROM A GREAT TEACHER

THE suggestions here given do not, by any means, cover all the resources in music which are available for child development.

The reward of beginning early with children to develop a latent, inherited musical taste is well expressed in a letter to the writer by the late Charles W. Eliot, former president of Harvard University. Dr. Eliot said:

"The effort to induce mothers to cultivate musical sense in their young children has a strong foundation in the fact that musical faculty is hereditary in high degree, oftenest from the mother. I heard a few days ago a good case of the combination of inheritance from the mother with nursery teaching in childhood by the mother as follows: A young farmer on an old New Hampshire



at least one instrument. By this arrangement all may contribute to group playing.

These instruments made especially for children must be selected carefully in order to secure instruments true to pitch, but they can be had, and are durable with reasonable care. In the group picture are children with the instruments used in a radio broadcast. The two eight-tone trumpets were used together, one being five years older than the other, which proves that they are reasonably durable. Let the child have them as toys, playthings in the home, to be handled and enjoyed with full freedom. The child's

farm married a girl who was teaching music in Boston for her living. The result in twenty years was a family of seven children, every one of whom sang and played some musical instrument. The older children scattered early, but did not go far away; so that they frequently came together in their father's house Saturdays or Sundays, and hugely enjoyed giving concerts, the mother playing the piano and the seven children playing seven different instruments, partly string and partly wind. They played together all sorts of music, but nothing that was not good of its kind. The joyous process is still going on. . . ."

NUTRITION AND CHILD DEVELOPMENT

THE report of the White House Conference on nutrition (*Growth and Development of the Child: Part III—Nutrition*. New York: The Century Co. \$4) is the best document on nutrition that has been prepared and will be a standard for a decade. It brings together information that has been gathered in this and other countries in a way that can be read by those who know a little and those who know a great deal. It offers simplification in the midst of intricate detailed scientific reports.

Try to assist the American mother by making her problem a simple one instead of a complex one, for in the long run simplicity wears better with children. If you are going to compete with those who have special selfish interests, you have to teach people that simple things will do best.

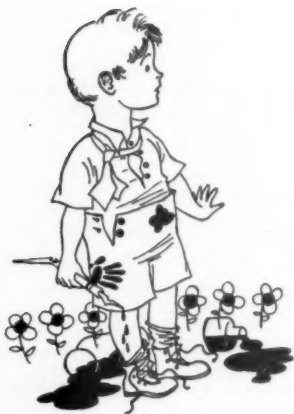
You must view nutrition as an important thing in government, and an important thing in our future. Properly nourished children of today will not have as many bad joints and thus add to the handicapped people of the future. Properly nourished children will be better citizens as they grow. They will better resist not only diseases but the disorders of civilization—the various instabilities of various types, and the tendency to use

narcotics, alcohol, morphine, and that sort of thing. Susceptibility is increased if the nutrition is bad. In a sound, properly fed child, the nervous system wants food, not drugs. If the child feels well and is strong and happy, that is the test. The thermometer of good nutrition in children is happiness, for healthy children are happy children. The kind that are not happy should be studied from the standpoint of nutrition as well as from other standpoints. I think men and women interested in this field of nutrition have a large function to play in the security of future government. Nutrition is the most basic of all of our human responsibilities. While for each individual it may be merely a problem of getting a certain number of calories, the choice of what those calories shall be becomes of great importance.

If an army fights on its stomach, and our military leaders tell us this was so during this last war, then certainly our children should have the greatest attention paid to their nutrition so that as they go into the battle of life they will have the best possible body supplied with the best kind of fuel for it.

—RAY LYMAN WILBUR,
U. S. Secretary of the Interior





Drawings by Ken Stuart

THE PIG BROTHER

By LAURA E. RICHARDS

THERE was once a child who was untidy. He left his books on the floor, and his muddy shoes on the table; he put his fingers in the jam-pots, and spilled ink on his best pinafore; there was really no end to his untidiness.

One day the Tidy Angel came into his nursery.

"This will never do!" said the Angel. "This is really shocking. You must go out and stay with your brother while I set things to rights here."

"I have no brother!" said the child.

"Yes, you have!" said the Angel. "You may not know him, but he will know you. Go out in the garden and watch for him, and he will soon come."

"I don't know what you mean!" said the child; but he went out into the garden and waited.

Presently a squirrel came long, whisking his tail.

"Are you my brother?" asked the child.

The squirrel looked him over carefully.

"Well, I should hope not!" he said. "My fur is neat and smooth, my nest is handsomely made, and in perfect order, and my young ones are properly brought up. Why do you insult me by asking such a question?"

He whisked off, and the child waited.

Presently a wren came hopping by.

"Are you my brother?" asked the child.

"No indeed!" said the wren. "What impertinence! You will find no tidier person than I in the whole garden. Not a feather is out of place, and my eggs are the wonder of all for smoothness and beauty. Brother, indeed!" He hopped off, ruffling his feathers, and the child waited.

By and by a large Tommy Cat came along.

"Are you my brother?" asked the child.

"Go and look at yourself in the glass," said the Tommy Cat haughtily, "and you will have your answer. I have been washing myself in the sun all the morning, while it is clear that no water has come near you for a long time. There are no such creatures as you in my family, I am humbly thankful to say."

He walked on, waving his tail, and the child waited.

From *The Golden Windows*, by Laura E. Richards. Copyright, 1903, by Little, Brown and Company. Reprinted by permission.

Presently a pig came trotting along.

The child did not wish to ask the pig if he were his brother, but the pig did not wait to be asked.

"Hallo, brother!" he grunted.

"I am not your brother!" said the child.

"Oh, yes, you are!" said the pig. "I confess I am not proud of you, but there is no mistaking the members of our family. Come along, and have a good roll in the barn-yard! There is some lovely black mud there."

"I don't like to roll in mud!" said the child.

"Tell that to the hens!" said the pig brother.

"Look at your hands, and your shoes, and your pinafore! Come along, I say! You may have some of the pig-wash for supper, if there is more than I want."



"I don't want pig-wash!" said the child; and he began to cry.

Just then the Tidy Angel came out.

"I have set everything to rights," she said, "and so it must stay. Now, will you go with the Pig Brother, or will you come back with me, and be a tidy child?"

"With you, with you!" cried the child; and he clung to the Angel's dress.

The Pig Brother grunted.

"Small loss!" he said. "There will be all the more wash for me!" and he trotted on.

The stories for children which will appear each month in **CHILD WELFARE** have been selected for use in this magazine by Miss Mary Gould Davis, Supervisor of Story-Telling in the New York Public Library, from the best of children's literature.



Courtesy Film's, Boston

Girls in one of the new schools in Berlin, Germany, practice in their rowing box
September, 1932

CHILD WELFARE MAGAZINE

HOW IT MAY BE USED FOR PROGRAMS
AND STUDY CLASSES—TOLD BY ONE WHO
HAS DONE IT

By MRS. W. A. WHITE, JR.

NOT as anticipating contestant, but as program chairman of a parent-teacher association that has long used CHILD WELFARE MAGAZINE for programs proper, and more recently for group study, am I attempting this recommendation of the magazine's editorials, articles and its several departments. To other program chairmen I would say but a neighborly: *We find CHILD WELFARE MAGAZINE indispensable to program making!*

From the opening of our meetings with "The President's Message," followed by a pithy review of the current number of the magazine, to the reading of some concise note of information or to the clinching of a final point of discussion, its pages serve.

I would add then, only: *try them*, these packed pages of CHILD WELFARE MAGAZINE.

A last year's file complete, together with this year's incoming numbers, provides a

Mrs. W. A. White, Jr., of Jamestown, North Carolina, was awarded a state life membership at the National Convention in Minneapolis for the best article published in a state bulletin contest describing the uses of CHILD WELFARE. The award was announced by Mrs. E. C. Mason, Editor of CHILD WELFARE, at the Gold Star Dinner. Those receiving honorable mention were:

Mrs. Eulalie Haag, Illinois, and
Mrs. Ray R. Moorhead, Colorado.

Mrs. White's article, which appeared in the *North Carolina Parent-Teacher*, is here given in full.

very wealth of material for program makers. Here is meat for all needs and to all tastes: programs and study courses ready-made, programs and study courses for the making. One may follow a given outline and mapped procedure—or prepare an outline and proceed as one pleases. It is of the latter plan that I would speak.

Turning the pages of such a file, the program chairman grows all but giddy with possibilities for outline. Too, he is delighted with the cut-to-fit rightness of articles for whatsoever subject he may be considering! Every one of us knows the joy at material found. The year's topic decided upon, the outline drawn, fitting the article from CHILD WELFARE MAGAZINE to one's theme becomes indeed an interesting matter.



One might almost say a fascinating game. For example:

So plentiful is the source of supply, it has been possible for one program chairman to fit to a detailed outline of the all-embracing Children's Charter articles found in last year's numbers alone. Such an outline with such a bibliography (*CHILD WELFARE MAGAZINE*—fall, 1930—spring and summer, 1931) is being used successfully in our association as a basis for the present year's work.

Programs for the general sessions present the Children's Charter in six divisions:

The Right of Every Child to:

1. Spiritual and Moral Training
2. His Personality
3. His Health
4. Home and Home Service
5. Adequate School Training
6. A Community Providing for His Needs

Child study is based upon selected points having to do with the home. For this a plan somewhat unlike that of the usual group study is followed. The entire membership meets one afternoon each month in the school building—much as for general sessions. The study program then is conducted and discussion led by a different group of mothers each time, or by a teacher and group of her grade parents. This we feel to be a happy solution to problems that previously confronted us. Attendance has been increased and interest in meetings and in *CHILD WELFARE MAGAZINE* has been stimulated. Too, we find the plan has the advantages of developing leadership and a deeper sense of responsibility.

Perhaps an afternoon's study outline may be of interest:

Topic: The Home Meeting the Social Needs of the Child

(References: *CHILD WELFARE MAGAZINE*)

Leader: Importance of training in successful group-living as a means to a full community life and to good citizenship

1. Training the Young Child in Group-Living
Review of "Socializing the Child," April, 1930;

September, 1932



Mrs. W. A. White, Jr.

Review of "Benefits of the Nursery School," May, 1931

See: "School for Parents and Children," December, 1931

2. The Well-Equipped Child

(a) The Home Providing Cultural Advantages

See: Literature, Art, and Music Appreciation, October, 1930; January, April, May, 1931

(b) Training in the Niceties of Living

See: "Teaching Young Girls to be Hostesses," April, 1930; "Speak Clearly," May, 1931

3. The Adolescent and His Outmoded Home

(Discussion of home problems and adjustments with consideration of the family group)

See: "The Home of Today," November, 1931, page 168

To any program chairman who is a little at sea as to what to do, I suggest that he put *CHILD WELFARE MAGAZINE* to the immediate use for which it is so well fitted. As aid to a better understanding for the Children's Charter, for general program material, for reference and study assignments—for pleasure, profit, instruction, and information—try *CHILD WELFARE*'s pages! They will serve.

White House Conference, 1930, the key volume to White House Conference reports, is still available. It contains the leading speeches of the Conference and abstracts of committee reports and recommendations. Cloth edition, \$2.00; boards, 50 cents.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION
Interior Building Washington, D. C.

~ All-Round Health Course ~

THE FIRST LESSON



HAS YOUR CHILD AN APPETITE?

By JANET BUCKINGHAM, Nutrition Specialist, Nursery School, University of Cincinnati

THE regular Tuesday meeting of the Afternoon Bridge Club was in session, and during the course of the playing the conversation had drifted around to that paramount topic for young mothers—their children.

"I must ask," said Mrs. Brown, "if anyone can give me some good suggestions for making children eat? I've just about reached the conclusion that the old adage 'you can lead a horse to water but you can't make him drink' can be made over to apply to children. 'You can

lead a child to the table but you can't make him eat!' At least it exactly fits my Mary. The more I insist and try to force her to eat, the more rebellious she becomes. She even screams 'no, no' when she sees me bringing her dinner to her."

"Of course she does," replied Mrs. Smith. "That's one of the very worst things you can do to a child—force food on him. I've read about problems like that in a child psychology book. That is the type of feed-

1. What methods would you use in dealing with lack of appetite in your child?
2. When would you compromise at mealtime?
3. What table manners do you expect your child to have at the age of two?
4. What is your opinion of a preschool child eating at the table with adults?
5. What do you give your child between meals?
6. When should your child be given candy?
7. What are the main differences between food for the preschool child and for the adolescent?
8. At what age can you trust a child to select his own food? When does a mother's guidance in food habits cease?

ing problem known as negativism, and it is started just by the child being told he *must* eat and being forced to eat. The only thing to do to correct that is not to urge food at all, but to place it before the child and then act just as if he is going to eat. The trouble can't be corrected over night—it takes patience, you see."

"You know, I never once thought about that," said Mrs. Brown. "I was so worried for fear Mary wouldn't gain that I guess I made too much fuss over the eat-

ing. Tell us some more, won't you please?"

Before Mrs. Smith could reply, the women at the other tables came over to listen and the bridge playing was stopped for a discussion of those all-absorbing questions, "How to make my child eat," and "Has your child an appetite?"

WHAT FOODS TO SERVE CHILDREN

FIRST of all," replied Mrs. Smith, "it is up to us to see that our children are



Helping to set the table creates an interest in the food

supplied with the right kind of food. Some books call this giving them a 'balanced diet' but what it means is simply using these foods every day:

1. Milk—one quart daily either to drink or in cooked foods.
2. A well-cooked whole grain cereal once a day.
3. Some form of dry, hard bread (preferably whole wheat) served at each meal.
4. Fruit—at least once a day, twice if it can be afforded; preferably cooked, with the exception of fruit juices.
5. A fresh vegetable, cooked—and you can also have a raw grated vegetable in sandwiches, such as carrots, cabbage, celery, or lettuce.
6. A potato, or some food like it, such as rice or macaroni.
7. Then egg, meat, or meat substitute, such as salmon or cottage cheese."

"You know," interrupted Mrs. Jones, "I've found it's a good thing to plan meals for the whole day. I write them out and then I can see that Sally gets just what she should. And another thing. I'm so glad our P. T. A. took up the problem of school lunches with the school board. It's just as important a problem for them to consider

as any other, and our children really needed some warm food at noon."

ESTABLISHING GOOD EATING HABITS

YOU'RE right," said Mrs. Brown, "but what worries me is, when we know the correct food to give our child, how can we get him to eat it?"

"I've read some books on establishing good eating habits," continued Mrs. Smith. "Then, too, I've done some experimenting myself, and I feel that I've been fairly successful. Please don't think I'm boasting, because I don't mean to. In fact, I was rather skeptical about all those theoretical plans I read—didn't think they would work. Then one day I thought it would be only fair to try them. And they worked! But what surprised me most was that what we need is just common sense. If there were only a few rules we could use for each and every child who refused to eat, or didn't have an appetite, it would be quite simple. But alas, what works for one may be a complete failure for another. I've found that there are just a few things we should remember when trying to get our children to eat."

"You are the very person we want to talk to," exclaimed Mrs. Jones. "Is everyone in favor of letting Mrs. Smith tell us what she found out?" The reply was unanimous.

"Remember you asked for this," said Mrs. Smith. "First of all, I can't stress too strongly the fact that the child *must not be forced*. The mothers' attitudes toward food have a lot to do with how the children eat. Take it for granted that your child will eat—and if he refuses don't show how worried you are. You know that very often children will do the very thing that upsets you most, just to get your attention. In fact, they are willing to be scolded and nagged for the sake of getting it. So it's wiser to notice them and praise them at other times, rather than at the meal hour.

"Have a regular mealtime, and make it a happy time. Then, too, never mention food

dislikes before the child. This is as good training for us grownups as for our children. We must eat everything ourselves in order to set a good example for them. And we must set a specified time limit for meals—forty minutes is ample for the largest meal of the day, which is served at noon, you know."

"Forty minutes," gasped Mrs. Jones, "why, Sally would never be through in that time. She just fools over her meals; sometimes takes an hour. Then I started telling her a story for each spoonful, and instead of helping the situation it made her still slower."

"Of course," replied Mrs.

Smith. "Your whole trouble was that you made mealtime a story hour, and Sally naturally prolonged it to hear more stories. Sally is the type of feeding problem called a dawdler. You are more fortunate than some mothers, however, because you've found the cause, and it is one that can be easily corrected. Dawdling means prolonging the mealtime and playing with food, and there are several other causes for it besides the one just mentioned. First, too much distraction at mealtime; second, an unpleasant situation following meals; third, lack of exercise; and fourth, the desire for attention."

Here Mrs. Smith was interrupted by one of the members who exclaimed that now she understood why Johnnie played with his food. She always made him put all his playthings away right after dinner before he could do another thing, and that was creating an unpleasant situation.

"Why, I'm just as guilty as you are," said another member. "Often when I've been hurrying away to my bridge club, I've

put Bobby at the kitchen table and said 'hurry' with every mouthful he took. It's a wonder he ever digested his food!"

"But to get back to Sally," said Mrs. Jones. "What if she hasn't finished in forty minutes?"

"Just tell her dinner time is over, and take the food away. Then give her nothing to eat until supper time. Going hungry won't hurt a normal, healthy child, and we modern mothers know enough to have our children looked over by a pediatrician every so often to insure keeping them in good condition."

"Well," said Mrs. Black, "how do you get your child to eat new foods? I tried some cauliflower on Harold and he abso-

lutely refused to eat it—said there was too much on his plate, but I hadn't given him any more than I had Tommy who is just two years older."

"I think I can answer that," said Mrs. Jones. "When I serve a new food, I give it in a very small amount, say just a teaspoonful, and I always plan to have it with some foods the children like especially well. Then each time I serve the new food I gradually increase the amount. Another thing. I let the children help in the preparation of the food, and also in setting the table—you've no idea what an interest that creates in food! Oh, yes, and I almost forgot to mention this—*always* prepare and serve the children's food as attractively as you would your own. And don't heap up the plates. It is better to give them a second helping at dinner than to have them stall on the first serving because it is too large."

EXERCISE AND EATING

MRS. SMITH," said Mrs. Brown, "you mentioned the fact that lack of exer-



Train children to enjoy healthful foods and you may be sure that they will choose them in the school cafeteria

cise was sometimes the cause of dawdling. Just what did you mean by that? When Mary awakens from her afternoon nap it's usually too late to let her go out of doors, because she has to have an early supper and get to bed."

"Of course," said Mrs. Smith, "we all know our children should play out of doors during the morning just as long as possible, and then it's always best if they can play for a little while after their nap and before they eat supper. Jane used to sleep for three

hours every afternoon and that made it too late for her to play outside. She showed little interest in her supper, became finicky, and was not hungry. So I would waken her a little earlier each day, say fifteen minutes at first, until the nap time was shortened one hour. Jane still sleeps two hours each afternoon, has time to go out and play, and comes in with a ravenous appetite. Why don't you try that scheme?"

"And these will be the concluding points," continued Mrs. Smith. "Always be sure your child has time to rest before meals. Don't let him race and tear until the last minute so that he comes in breathless to the table. Call him twenty minutes early at least; and if you can't have him lie down to rest, at least have him look at picture books, or play quietly with paper and crayons, or clay. If your child is emotionally wrought up and fatigued, the digestive juices can't function properly. And above all, remember that miracles don't happen over night. It may take a long time to get the problem straightened out—but *have*

patience; it is very necessary.

"If you would like to read some interesting booklets, send to the U. S. Department of Agriculture for these:

1. Farmers Bulletin No. 717—"Food for Young Children" and
2. Leaflet No. 42—"Good Food Habits for Children."

"A well-balanced diet helps build up resistance to diseases, including tuberculosis."—LOUISE STRACHAN, *National Tuberculosis Association*

EATING PROBLEMS OF OLDER CHILDREN

THE discussion of the afternoon did not by any means end here. On the way home Mrs. Brown asked the follow-

ing question: "How under the sun do you get a child to eat the things he should if you haven't started him out right?"

At first it seemed as though this question would stump them all. Then the ever-resourceful Mrs. Smith rose to the occasion and replied: "There is really only one thing to do: serve in small amounts the food he has not learned to like; see that it is eaten before you give him other food which he likes especially well. If this fails, remember that hunger will often do more to establish his taste for it than threats and punishment. Be firm, and don't let him get around you by teasing and whining. See that he eats at least some of the disliked food which he needs."

"Yes," said Mrs. Jones, "and I think there are some other points we didn't bring out today in regard to older children. Often we are too eager to give them complex foods early to save ourselves a little extra work. It is so much easier to cook only one meal and use it for the whole family. We forget that the adolescent period can be

A Few Simple Projects for the Home

1. Serve meals with regularity.
2. Serve them in attractive form.
3. Keep table conversation happy and entertaining.
4. Insist on handwashing before meals.
5. Prepare school lunches carefully.
6. Check up on the school cafeteria.

compared with our preschool period. Our boys and girls are growing very rapidly and during this time they get funny notions into their heads about food. Wise guidance in what they eat is very important now and it keeps us 'up on our toes' every minute to make them want to eat just what they should. I've found these points very helpful in planning meals for my older children:

1. Continue to emphasize such foods as eggs, milk, vegetables, whole grain cereals, and fruits. They are most important for growth.
2. Provide ample amounts of food. The children are growing so rapidly that they need more than adults do.
3. See that they eat plenty of concentrated foods such as cheese, butter, cream and cream sauces, salad dressings, nuts, and dried fruits to give the additional calories which are so necessary at this time.
4. Appeal to their aesthetic sense by preparing and serving the plain wholesome food in attractive and novel ways."

SUGGESTED READINGS

Aldrich, Charles A. *Cultivating the Child's Appetite*. New York: Macmillan. \$1.75.

Groves, Ernest R., and Gladys H. *Wholesome Childhood*. Boston: Houghton Mifflin. \$2.00.

Gruenberg, Sidonie M. *Your Child Today and Tomorrow*. Philadelphia: Lippincott. \$2.00.

Hedger, Caroline. *Methods of Attaining Health for the High School Girl*. CHILD WELFARE, May, 1932, 528.

Rose, Mary S. *Feeding the Family*. New York: Macmillan. \$3.75.

Thom, Douglas A. *Everyday Problems of the Everyday Child*. New York: Appleton. \$2.50.

(The second article in this study course on All-Round Health, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education, will be "Investing in Sleep for Children," by Dr. Donald A. Laird, and will appear in the October issue. Program leaflets outlining the entire course are available free of charge to subscribers to the magazine and to officers of Congress units. Write to Child Welfare, 1201 16th Street, N. W., Washington, D. C.)

In Your Home Do These Questions Arise?

1. Why does the adolescent keep so many of his troubles to himself?
2. What habits should my child have before he enters school?
3. How may I teach my child to share? What about the child who gives away too much?
4. If a boy leaves his toys scattered over the floor, shall the mother walk over them rather than pick them up?
5. Is there a difference between healthy, thoughtful obedience and unquestioning submission?

The answers to these and many other questions may be found in *Parent Education, Third Yearbook*. This book is made up of outstanding articles from the 1928, 1929, and 1930 issues of CHILD WELFARE, questions, and suggestions for parent-teacher and study group programs.



PARENT EDUCATION

The Third Yearbook

\$1.00

Published by

NATIONAL CONGRESS OF PARENTS AND
TEACHERS

1201 SIXTEENTH STREET N. W., WASHINGTON, D. C.

THE STANDARD P. T. A.

A goal to work toward is an incentive in any occupation, business, or game. It is equally stimulating to have a parent-teacher goal, and so Standards of Excellence have been prepared to guide Congress members in local associations toward those objectives which the Congress has set for itself.

These standards, and also those for Superior Associations, may be found in the 1932 Supplement to the "Handbook."

REQUIREMENTS FOR STANDARD ASSOCIATIONS

Associations meeting all of the following requirements will be rated as standard.

1. **Membership**—Membership equal to at least 50 per cent of the number of homes and 50 per cent of the number of teachers in the school.
2. **Attendance**—A monthly average attendance of adults at the meetings equal to at least 40 per cent of the membership.
3. **Committees**—Standing committees to include these six committees: membership, program, publicity, hospitality, finance and budget, and publications, for associations of more than 30 members; a program and at least two other committees for associations of less than 30 members; these committees functioning under approved plans and reporting regularly to the local executive committee.
4. **Meetings**—At least seven meetings shall be held during the year.
5. **Dues**—State and national dues for each enrolled member sent by the local treasurer to the state treasurer, in accordance with the state by-laws.
6. **Program**—Outline of year's program planned in advance, based upon a general objective relating to home, school, or community child welfare needs.
7. **Publicity**—State publicity plans followed by local chairman, and news of association activities furnished regularly to local papers.
8. **Founders Day**—A Founders Day program, preferably in February, and a gift sent to the state treasurer for national and state extension work.
9. **Publications**—Use of Congress publications in the regular work of the association. Subscriptions to the CHILD WELFARE MAGAZINE equal to 10 per cent of the families in membership.
10. **Partisanship**—Freedom from political and sectarian partisanship and from promoting commercial enterprises.
11. **Rules of Order**—By-laws approved by the state branch. Parliamentary procedure observed in conducting the association.
12. **Study Class**—At least one study class devoted to parent education or the study of child life with a minimum of four meetings a year.

AIDS IN REPORTING STANDARD ASSOCIATIONS

Membership—Equal to, not composed of 50 per cent of the homes and teachers.

Attendance—This includes attendance of all groups functioning within and reporting to the local unit, in addition to that of the regular meetings.

Publications—Congress publications include leaflets, Congress Library, contents of local unit package, CHILD WELFARE MAGAZINE, state *Parent-Teacher*, etc.—A subscription to CHILD WELFARE counts in each Congress unit in which the subscriber pays dues. Subscriptions to CHILD WELFARE MAGAZINE must equal 10 per cent of families in membership January 1, 1933.

A **Study Class** is a group meeting at stated times under parent-teacher auspices to study some phase of child life or parent education, etc.

CHILD WELFARE

*The Official Magazine of the National
Congress of Parents and Teachers*



THE GRIST MILL

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.



SEPTEMBER—and the opening of a school year brimming over with possibilities for parent-teacher associations! Every successful unit has a strong foundation upon which to build a program which shall minister directly to the needs of the children in its own school community, and indirectly to the needs of a larger group; and every hitherto unsuccessful unit can reasonably appeal for increased membership and deeper interest on the part of parents and teachers who as never before will see a reason for the hyphen between "parents" and "teachers." The present obligations are more pressing, the needs more challenging than we have known them. The start made in our associations this month will determine the earnestness of our response to the Convention theme—"Safeguarding Childhood Through This Crisis."

PARENTS, CHILDREN, AND MOVIES

MORE and more the problem of the effect of motion pictures upon the lives of children confronts thinking parents. Children constitute a large percentage of the attendance of the movie audience throughout the country and the pictures which they are allowed

to see will undoubtedly affect the future life of the nation. In a questionnaire answered by 10,000 Chicago children the question was asked: "Do your parents go with you to the theater or select the motion pictures which you see?" Only 150 children out of the 10,000 replied, "Yes." Such parental indifference is really neglect. Too much care cannot be shown in the selection of the movies which our children see. Concentrated attention on the matter by parents throughout the country should eventually effect the production of more good movies for children. We urge all parents to let the theater managers in their towns know which movies they approve for their children and which they ban, so that their influence may be felt.

HELPING THE HANDICAPPED

THE award of the honorary degree of Doctor of Laws to Helen Keller by Glasgow University is an event in the lives of all persons suffering from severe physical handicaps. As Miss Keller said, it was a sign that those handicapped in life were embraced as good workers in a world of normal men and women. The conferring of the degree upon Miss Keller is a deserved award for courageous work well done. More than that,

it will serve to inspire and hearten those similarly distressed and encourage them to make their fight as co-workers of those who do not suffer from handicaps.

HEALTH SAFEGUARDS

ONE of the most important resolutions adopted by the Convention of the Congress in Minneapolis is the one which calls "attention to the protections for child health that only a home can give" and urges "parents to make use of help and instruction offered by recognized authorities in this field."

With this in mind, wise parents individually and in study groups will follow the *All-Round Health Course* offered by CHILD WELFARE, beginning with this issue. The articles in this course, which is under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education, have been carefully chosen. They are the work of authorities in the fields which they represent; and if their advice is followed, they will be a strong factor in safeguarding the health of the nation's children.

KEEPING YOUNG PEOPLE IN SCHOOL

AT this time when a great many boys and girls find it increasingly difficult, for economic reasons, to remain in school it is especially important that encouragement and practical assistance be given to help them do so. Parent-teacher associations throughout the country have met the challenge and approximately three-quarters of the state branches of the National Congress of Parents and Teachers have invested a total of \$157,967.89 in student loans and scholarships to enable boys and girls to continue their education, according to a report from Mrs. F. H. Devere, Chairman of the National Committee on Student Loans and Scholarships. The figure would be much larger if information were complete for all of the states. Practically all state branches of the Congress have been exceedingly ac-

tive in keeping young people in school.

The Congress is not a charity organization, but neither is the giving of such aid a charity project. It is one of the important phases of our work. State branches and local units are to be highly commended for their efforts along this line; efforts which, to quote the President's Organization on Unemployment Relief, "have enabled thousands of young people to continue their education through this period when they have been unable to secure employment. Individuals and many different groups have made possible such funds and have performed a most worthwhile service to young people."

THE President's Organization on Unemployment Relief is sending out a general appeal to school authorities, and to all interested in the problem, to urge young men and boys to remain in their home towns if they have no prospect of jobs elsewhere. It is preëminently the duty of each community to look after its own people, and it cannot assume responsibility for those who drift in from other communities in search of work.

Hon. William N. Doak, Secretary of Labor, U. S. Department of Labor, says that "parents, schools, and communities should cooperate in providing training and interests for their own boys and girls that will keep them from idleness at home and from swelling the ranks of the homeless and transient." Dr. William John Cooper, U. S. Commissioner of Education, urges that those who are unemployed shall spend the spare time which may be forced upon them in getting a better preparation to hold jobs when they get them.

"Wandering about in search of work," says Grace Abbott, Chief of the U. S. Children's Bureau, "is not only futile but is also a great hardship. Transient boys stranded in a community must either depend on bread lines and soup kitchens or must beg openly on the streets."

~ A Parent-Teacher Program ~

FOR OCTOBER



I. WHAT MAKES A SUCCESSFUL P.T.A.?

A series of nine suggestive monthly programs for parent-teacher associations begins with the appropriate topic: "What Makes a Successful P. T. A.?" All of these programs, which are sponsored by the National Congress of Parents and Teachers, will help to develop child welfare activities and a participating membership. They also have a seasonal interest and center about well-established Congress projects and observances. This month's program may be developed for the October meeting. It brings out Congress objectives and the duties of the Executive Committee and committees on Membership, Program, Publicity, and Hospitality—all essential to even the smallest and newest association. For leaflets covering this entire *Parent-Teacher Program*, free to subscribers to *CHILD WELFARE* and to officers of Congress units, write to *CHILD WELFARE MAGAZINE*, 1201 16th Street, N. W., Washington, D. C.

Next Month: "Promoting Good Reading."

THERE is a sphere of influence which must be shared by both the home and the school and which can function wisely only if there is broad sympathy and intelligent understanding of the problems involved."—DR. ROLLO G. REYNOLDS

COMMUNITY SINGING BUSINESS MEETING (15 minutes)

(To save time many items of business may be referred to the Executive Committee.)

GENERAL FEATURES (15 minutes)

Excerpts from messages of State and National presidents. (To be read by a member to whom this has been assigned before the meeting. See current numbers of state bulletin and *CHILD WELFARE*.)

Talk by superintendent or principal:
The Value of a P. T. A. in Carrying Out the School Program

(Through the P. T. A. there is an opportunity to show to the public the school plant with its facilities and shortcomings; to introduce the teaching staff; and to demonstrate methods of teaching and their results. At each meeting some feature of the school program may be made clear

to the school patrons, thereby bringing about a better understanding between home and school.)

"The home is either the greatest obstacle or the largest assistance to the school."—ERNEST R. GROVES

References

CONGRESS PUBLICATION: "Activities, Projects, and Program Making."

CHILD WELFARE: "Parents, Teachers and Education." Jessie Gray. November, 1931, p. 148.

MAIN PROGRAM (30 minutes)

Talk by a parent: **The Welfare of the Child—and the P. T. A.**

(Points to bring out: ways in which the health, use of leisure time, scholarship, and character development of children may be promoted by a P. T. A. which has a large, active, and participating membership.)

"I cannot conceive of a really good school hoping to alter the behavior of children, changing their lines of thinking and action in both of the institutions to which they belong (the home and the school), without constant coopera-

tion of the parents and teachers."—The President of Teachers College, Columbia University. From *Parents and Teachers*

References

CONGRESS PUBLICATION: *Parent Education, Third Yearbook* (\$1), pp. 67-74.

Home and School Cooperation. A report of the White House Conference on Child Health and Protection. New York: Century. 75 cents.

CHILD WELFARE: "How the P. T. A. Can Help." Caroline E. Hosmer. This issue, p. 42.

"News of High School Associations." This issue, p. 37.

"Cooperating with Teachers." Frenchie R. Irwin. February, 1932, p. 347.

"Relating Home and School Habits." Afton Smith. September, 1931, p. 11.

General discussion led by chairmen of committees on program, publicity, and membership.

(Points to bring out: methods of making meetings so interesting, programs so vital to present needs, and publicity so effective as to increase both membership and attendance.)

"The program of a parent-teacher association serves it in somewhat the same way as the compass serves the ship or the signal lights the train; they guide it safely toward its objective point."

References

CONGRESS PUBLICATIONS: "Handbook," pp. 17-22; 29-32. "General Information," "Membership," "Publicity" leaflets; *Proceedings*. 1932 (\$3).

Parents and Teachers, edited by Martha Sprague Mason. Boston: Ginn and Company. \$2. Chapter XII.

CHILD WELFARE: "A Real Association of Fathers, Mothers, and Teachers." Frances Hill Gaines. October, 1932.

"Effective Membership Drives." May, 1932, p. 564.

"How We Increased Membership." May, 1932, p. 559.

"Reaping the Harvest in a Junior High

School Parent-Teacher Association."

Mrs. S. E. Mack. April, 1932, p. 492.

"Brain and Spirit versus Money." Martha Sprague Mason. April, 1932, p. 480.

"Room Mothers Promote Membership, Attendance, and Participation." September, 1931, p. 52.

Talk by a parent: **Effective Leadership for the P. T. A.**—Followed by discussion.

(Points to bring out: attributes of a good leader and the importance of effective leadership in developing an interested membership and keeping it close to Congress objectives.)

References

CONGRESS PUBLICATIONS: "Parliamentary Procedure," "Parent Education" leaflets; "Handbook," p. 37.

Parent Education, Third Yearbook, pp. 6-10.

CHILD WELFARE: Consultation Service, this issue, p. 52.

"On Becoming a President." Anna H. Hayes. September, 1931, p. 57.

SOCIAL PERIOD

Visiting classrooms, meeting teachers, and getting acquainted. Directed by Hospitality Committee.

PROJECTS

The activities of a P. T. A. are the result of the information and stimulation of a well-planned, carefully directed program which has called attention to the needs of the children. A few suggestions for projects:

1. Securing new members
2. Working for a Standard Association (See p. 29 in this issue).
3. Getting P. T. A. publicity throughout the community

Explanation of References. For the assistance of program chairmen and speakers, each topic in the above program is followed by several references. These are not all needed to develop the program and will not be equally available, but make possible a choice of material.

A certain number of the Congress publications referred to—except those whose prices are quoted—are sent free to local units of the National Congress through their state offices. For full list of Congress publications, with prices, apply to the National or State Office for Order Blank.

Parent Education, Third Yearbook and *Proceedings* are included in the Congress Library purchased by many associations, and will be often referred to in this course.

Are You Posted on Committees?



DEPARTMENT OF EXTENSION

THE National Congress of Parents and Teachers made important changes in its Department of Extension at the annual meeting in Minneapolis. Two national standing committees were added to the department and a new chairman was elected for the *Committee on Membership*.

The duty of the *Committee on Membership* is to secure in every state individual members and local units sufficient in numbers and influence to carry out the aims and purposes of the Congress. Outstanding success in her work with rural community organizations, and also as membership chairman of her own state, challenged national attention to the leadership of Mary England of the State Department of Education of Alabama, who was elected chairman of the *Committee on Membership*. Miss England appeared on the program of the Membership conference in Minneapolis and presented "Rural Membership." Her objective for the year is to retain all memberships—with an increase of 10 per cent.

The former special committee on *Standard and Superior Associations* was changed to a standing committee and placed in the Department of Extension. Standards of Excellence are set up by the National Congress as a sort of pattern to guide local units toward the best results in chosen activities and projects with a minimum of organization machinery. The list of standard requirements and ratings for achievements, with a form for reporting, is published in the supplement of the "Handbook," and also on page 29 in this magazine. Annual awards are given the states reporting the highest

percentage of standard associations and the highest percentage of standard associations reaching superior rating through committee activities and projects. Mrs. George P. Meade, former president of the Louisiana Congress, is National chairman of this committee. Her objective for the year is to link the work of her committee firmly into that of the other standing committees, and to direct it by following the Congress pamphlet, "Activities, Projects, and Program Making."

The third standing committee of the Department of Extension is *Rural Service*—formerly *Rural Life*. The purpose of this committee is to work with such state committees as are set up to promote organization and extension in rural communities, and to adapt material in Congress programs to meet rural needs as far as possible. Since the work of this committee includes elements of all the departments and calls for the adaption of nearly all the material of other committees, it is possibly the most difficult chairmanship in the Congress, and certainly one of the most important. For this exacting work the Congress chose Mr. William McKinley Robinson, of Western State Teachers College, Kalamazoo, Michigan. While Mr. Robinson is a new chairman he is not a stranger to members active in rural work. He has been identified with the Congress for several years. He is member-at-large of the Executive Committee.

The director feels that the Department of Extension has been greatly strengthened by the addition of these chairmen.

JOSEPHA L. BROWN, *Director*
Department of Extension, N.C.P.T.

DEPARTMENT OF PUBLIC WELFARE

SAFEGUARDING Childhood Through This Crisis," the theme chosen for the Minneapolis Convention, covered with completeness the deliberations of the Convention as well as the many activities of the Congress. To the program of the Department of Public Welfare, however, the theme seemed to give especial emphasis and impetus. Since their interests touch intimately those aspects of the lives of children which are most affected by present conditions—industrial, economic, and social—the committees in this department find before them both enlarged opportunity and increased responsibility.

There have been a number of changes in the personnel of the department; but two chairmen who have served for a number of years will continue their services to the Congress for the ensuing two years. Miss Julia Wright Merrill, of the American Library Association, has been reelected chairman of the *Committee on Library Extension*. While the objectives of this committee remain unchanged, the immediate emphasis will be adapted to the needs of this period of economic stress and will be threefold: to further the spread of library service, to strengthen existing libraries, and to promote the fullest use of library facilities.

The *Committee on Recreation* also retains its chairman, J. W. Faust of the National Recreation Association, thus insuring the continuance of the carefully developed and effective work of the committee. In addition to the objectives and interests developed during past years the chairman states that the committee will endeavor "to cooperate with other committees and organizations in an effort to increase leisure-time facilities and programs to meet the physical and spiritual needs arising from enforced leisure—for those who

are entirely out of work, those who are working part time, and those whose wages are so cut that there is no chance for their usual form of amusements."

The Committee on Recreation previously included in its activities a subcommittee on Drama and Pageantry, under an associate chairman of Recreation. The Board of Managers has made this subcommittee a regular standing committee. The former associate chairman, Willard W. Beatty, superintendent of schools in Bronxville, New York, is chairman of the newly created *Committee on Drama and Pageantry*. Mr. Beatty, who is an authority in this field, believes that the finest flowering of creative expression has almost always been the outcome of social leisure; and that parent-teacher associations through the drama and the pageant may be instrumental in enabling the community to appreciate beauty and share in its creation.

Another associate chairman has been elected to a chairmanship in the Department of Public Welfare. Miss Marian Telford, field secretary for the National Safety Council, has already made a fine contribution to the work of the *Committee on Safety* through her published writings as well as through her country-wide contacts with state and community parent-teacher groups. The major emphasis in Miss Telford's approach to the subject is brought to bear most interestingly upon the actual day-by-day concerns of children and youth.

The *Committee on Citizenship* is under the direction of Mrs. Noyes Darling Smith of Texas, already well known to the Congress membership because of her many years of experience in the Texas Congress of Parents and Teachers, where she served as president for four years. Since her particular interest is in the de-



velopment of the local unit and its individual members, Mrs. Smith states her conception of the duties of the Committee on Citizenship thus: "There is a growing necessity for the



home to develop for its members a working basis for the effective citizenship demanded by modern civilization. Our part, then, is to bring something of this preparation for citizenship to the child in the home through such Congress programs as will aid the home in making the citizen."

The activities of the *Committee on Legislation* will be directed from the nation's capital, since Mrs. William T. Bannerman, newly elected chairman, is a resident of Washington. She is eager to make legislation a matter of concern in all local units by arousing their interest, first in knowing their own immediate needs, then in reaching out in ever-widening circles. Mrs. Bannerman's keenest interest is in matters of legislation and for a number of years she has served as chairman of Legislation for the District of Columbia Congress of Parents and Teachers.

The Department of Public Welfare welcomes two chairmen who are experts in their fields, but who are new in the work of the National Congress. Miss Alida C. Bowler, in charge of Juvenile Delinquency Studies in the Children's Bureau of the United States Department of Labor, is chairman of the *Committee on Juvenile Protection*. Miss Bowler's studies have included an inquiry with respect to the situation of young people who are leaving home and becoming stranded in distant communities during this unemployment period. Miss Bowler sees the possibility of helpful cooperation on the part of

parent-teacher groups to solve the problem of the roving minor by providing wholesome and reasonably satisfying activities in the home community, and by giving relief, help,

and opportunity for work or training to those who gather in distant communities. In addition, the chairman's interest lies in the continuation of projects already undertaken in the committee's permanent program for the protection of children and young people.

Mrs. Robbins Gilman of Minneapolis, newly elected chairman of the *Committee on Motion Pictures*, has had long experience in this field. Mrs. Gilman, general secretary of the Women's Cooperative Alliance, has held many positions with national and international organizations in connection with her interest in motion pictures as an educational force. Speaking from her own experience, which has been broad and intensive, Mrs. Gilman says: "Real progress is being made to get better motion picture production. The Congress can be a decisive influence in this important mind-making and character-building force but should not compromise or fail to grasp its opportunities."

In summarizing the projected work of the eight committees in the Department of Public Welfare, two characteristics have been noted: flexibility of approach and inter-relatedness of objectives.

FRANCES S. PETTENGILL, *Director*
Department of Public Welfare, N.C.P.T.

(In future issues of CHILD WELFARE directors of other departments of work of the National Congress of Parents and Teachers will tell something of the objectives and personnel of their committees for the coming year's work.)



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

NEWS OF HIGH SCHOOL ASSOCIATIONS

North Carolina

The association in the high school in Salisbury is called the Boyden High School Parent-Teacher-Student Association. The organization and function are the same as in any other parent-teacher association, but a deliberate effort is made to give the students a voice in it. The pupils do not attend the meetings in a body; but representatives of the student body attend each meeting, and are urged to present any student needs or points of view.

That pupils may have a hand in the publicity for meetings, notices are made by the art department of the school. Interest in the association is stimulated by pupils and teachers as well as by room mothers.—
PAULINE HARRIS, *Salisbury*.

Minnesota

Recognizing that the high school organizations are a weak link in an otherwise strong chain, the St. Paul Council is making an intensive study of high school associations. Two conferences have been held, the first called by the council, and the second upon vote of those present at the first one. High school principals, faculty members, and executive board members were especially invited, and everyone interested in high school parent-teacher work was included in a general invitation to the conferences.

The following methods were suggested as most important in securing the success of any high school association:

1. Aim at absolute cooperation between parents and faculty members.
2. Make social contacts between teachers and parents.
3. Don't try to coerce membership or attendance of teachers.
4. Ask and use the advice of the teachers.
5. Have a large faculty representation on the association board.
6. Make personal calls upon parents of students wherever possible.
7. Have large telephone committees of mothers so that every parent and teacher may know about the meeting each month. This is especially effective where 6 is not possible.
8. Stress friendliness among members by as much personal contact as possible.
9. Try for active membership rather than large membership.
10. Programs must be short, peppy, and of an absolutely different type from those given in a grade school organization.
11. The high school parent seems to want particularly to meet the teachers and to know the program of the school.

Some of the program suggestions were these:

1. Find out the particular problem of your own school and community and plan your program accordingly.
2. Have a general theme for the year such as "Know Your School," "Meeting High School Problems."
3. In particular, discuss such subjects as: "Explanation of Report Card," "Place and Need of Athletics in High School," "Student Activities," "Minimum Requirements," "Financial Needs of the High School Student," "Qualifications for College," "Training for Vocations."

Adapted from the MINNESOTA PARENT-TEACHER.

CHILD WELFARE

Iowa

The greatest opportunity of the secondary schools of today is that of developing the ethical life of its students, of quickening their conscience and clarifying their moral vision. The high school that imparts knowledge alone fails in its supreme purpose.

In the interest of ethical training and character building, the Iowa Congress of Parents and Teachers has held for four years State Leadership Conferences. This year a conference was held at Iowa State College at Ames in March, and another at the State University at Iowa City in April.

Each high school is authorized to send five delegates—two girls, two boys, and a faculty member. These representatives may be selected by the principal or by the faculty in any way that seems best. It is requested that the student delegates be leaders with ability and influence in order that they may take back the findings of the conference to their own schools. The faculty member selected should be someone who is interested in young people and their problems, and who has leadership in the faculty and among the students. Principals, vice-principals, or girls' advisers are especially welcome as delegates.

The conferences last the better part of three days, with a session Friday night, three

sessions on Saturday, and one on Sunday. The sessions are about two hours in length, and are on such topics as: "Training for Student Leadership," "Social Relations of Boys and Girls," "Scholarship," "Honesty," "Sportsmanship." The conferences are held as an open forum in which everybody is urged to take part. Expert adult discussion leaders are provided, and running outlines of the conferences are kept on the blackboard.—H. T. STEEPER, *Chairman, Social Standards Committee, Iowa Congress, Des Moines.*

Ohio

The new Walnut Hills High School in Cincinnati was opened in September with an enrollment of over 1,000 boys and girls.

Among the new features is the policy of urging a standard dress for the girls. Uniform frocks, it is said, would be a great economy and would make for a democratic school spirit. Letters were distributed to the girl students suggesting that standard dress be worn. The letters made it clear, however, that the uniform is not compulsory—it is merely suggested.

The new policy is the result of a decision by a committee authorized by the Walnut Hills High School Association which found that a majority of the parents were in favor

of a standard type of dress for school wear. The dress suggested is of a simple, one-piece type. The fabrics recommended are wool crêpe or silk, in blue, brown, or green—with blue preferred. The dress has detachable white piqué collar and cuffs, with large pearl buttons.—*Adapted from THE PARENTS AND TEACHERS MAGAZINE, Cincinnati and Vicinity.*



This model of "Child Welfare Magazine," and of the advice it gives, arranged by the Henry Houck P. T. A., won first prize in a May Day Health parade at Lebanon, Pennsylvania

EXCELLENT PRESCHOOL HEALTH EFFORTS

District of Columbia

The Preschool and Summer Round-Up committees of the Bancroft Parent-Teacher Association combine to bring about an effective year-round health service for preschool children. Two methods of obtaining names of preschool children have been used: the first requests all children in school to submit the names of younger brothers and sisters; the second secures the names of babies and children up to six years of age in each block from reports of Block Mothers.

There are fifty Block Mothers within the Bancroft area whose children attend Bancroft School. They call annually on all parents of preschool children in their respective blocks.

One hundred and seventy-five homes reported one or more preschool children. The parents in these homes receive monthly invitations to attend lectures by eminent specialists in the field of child welfare. They are urged either to have their children examined by the family physician and dentist, or to bring them to the school on Health Day, which is observed in the spring, when they may be examined free of charge by child specialists. Health sheets are issued to be filled in, and every effort is made to have children normal when they enter school.—*MRS. WILLIAM M. SWEET, Washington.*

SCHOOL FOR ILLITERATES

Virginia

At Meadowview, a remote and mountainous section, a community project for which the parent-teacher association is responsible has been carried on. It is a night school for illiterates, and the ages of the pupils range from eighteen to sixty-five years.

At the closing exercises the parent-teacher association served a dinner to the students, faculty, school board, and representatives of the different organizations that helped to make the school possible. The district organizer of the parent-teacher association was



The director and cast of "Mrs. Trueblood's Dilemma" as it was performed by the Horace Mann Parent-Teacher Association, Chicago. Copies of this play may be had, free, from the "Child Welfare" offices in Washington

mistress of ceremonies, and most of the speakers were students of the school. One father of twelve children spoke of the satisfaction he felt at being able to sign his checks. A county squire was glad to have improved his arithmetic. Many mothers and some grandmothers were pleased that they had learned to read their letters and write their names.

After the dinner the assembly hall was filled to the limit, and the graduating exercises were held. Certificates were awarded to more than forty in the following classes:

1. Reading and writing
2. Advanced work in English
3. Home economics and agriculture

In spite of the fact that some of the students had to come as many as eight miles in the school bus, the attendance was almost perfect.—*KATE K. WHEELER, District Organizer, Virginia Congress of Parents and Teachers.*

TEACHING FRENCH IN AN ELEMENTARY SCHOOL

New York

It is widely recognized that the acquisition of at least one foreign language is a highly desirable accomplishment—both from a cultural and from a utilitarian standpoint. If every mother would so plan her child's education that he or she might become bilingual, at least, we might hope in the course of another generation to achieve a vastly greater sympathy and understanding between nations. Furthermore, the study of a language provides a great source of leisure-time occupation and a much heightened enjoyment of cultural activities—reading, travel, attendance at lectures, and so forth.

Of course, the ideal time to embark on the study of a foreign language is in early youth, when the child's memory is keenest and his tongue most readily imitates the sounds he hears. As yet, however, not many boards of education have seen fit to introduce the study of foreign languages into the curriculum of elementary schools.

To provide language instruction in their school, the parent-teacher association of the Murray Avenue School of Larchmont decided as an experiment to sponsor French classes outside of school hours. The first term 135 pupils signed up, and each child had two half-hour periods a week after school hours. The classes were too large the first term, but this difficulty was met during the second term by holding some of the classes before school in the morning.

Each term was fourteen weeks long; a charge of \$5.00 per child was made. The only book used the first term was a small vocabulary book, the purchase of which was optional. A reader was introduced in the classes of upper grade pupils the second term, for an additional charge of 85 cents

per child. The parent-teacher association used the tuition money collected to pay for the services of the teacher, who was one of the members of the association and a former high school teacher of French.

The school gave the use of a large, sunny classroom. This room was made gay and attractive with the French and American flags, a large map of France, travel posters, and large sheets of manilla paper on which were pasted advertisements with pictures of foods, flowers, articles of clothing, and furniture—all to be used in the mastery of vocabulary.

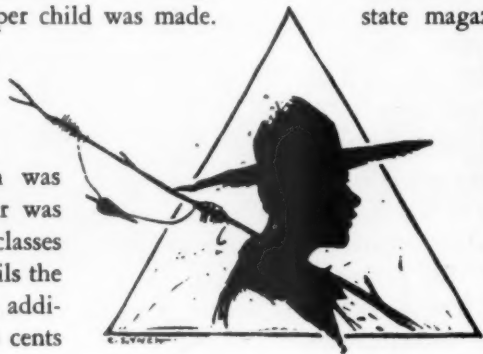
Toward the close of the first term, when the topic to be discussed at the parent-teacher meeting was "Hobbies," a demonstration of the work of these French classes was given.

It is hoped to raise the study of French from the level of an outside hobby to a regular part of the school curriculum by persuading the local school board that it is an important and necessary part of the young child's education.—GLADYS B. TOTTON, 251 Murray Avenue, Larchmont.

DISTRICTS COMBINE FOR BROADCASTING

Wisconsin

The fourth and fifth districts in this state united in offering half hour radio programs twice a month from November 18 to May 18. The half hour was divided into two fifteen-minute periods, the first being devoted to a talk, and the second to music. Such subjects as "The Value of Parent-Teacher Associations," by a school superintendent; "CHILD WELFARE," by the state magazine chairman; "Books in the Home at Christmas Time," by a librarian; "Beginnings of Citizenship," by the state citizenship chairman; "The Boy, the Girl, and the Job," by a member of the State University Extension Division; and others just as interesting and vital were dealt with.



CONGRESS COMMENTS

A meeting of the Board of Managers of the National Congress will be held September 26-30 at the Edgewater Beach Hotel, Chicago. The Executive Committee of the Congress will meet Monday, September 26, at the same place.

* * *

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, enjoyed a well-earned vacation at Seabright, California, during June. She attended the First International Recreation Congress, held in Los Angeles, July 23-29, where she spoke in the group discussion meeting devoted to Family Play.

* * *

Miss Alice Sowers, Associate Chairman of the National Committee on Parent Education, spoke before the City Council of the Federation of Parent-Teacher Associations, Incorporated (colored), of Washington, D. C., at the request of Mrs. Ida S. Taylor, Juvenile Court Worker and Secretary of the Federation. The fifty people in attendance represented twenty-five associations and included presidents, ministers, principals, school supervisors, and three assistant superintendents. The purpose of the talk was to suggest subject matter and material for use in parent-teacher association programs.

* * *

Mrs. E. R. Kalmbach, Secretary of the Publicity Division since it was created two years ago, resigned her position to move with her family on July first from Washington to Denver, Colorado. Mrs. Kalmbach has given many years of faithful and efficient service to the Congress. Her successor is Clarice Wade, formerly Assistant Publicity Secretary. Miss Wade attended John B. Stetson University, Alabama State Teachers College, Columbus University, and George Washington University; she specialized in journalism at the last two institutions. Before coming to the National Office in 1928, Miss Wade served two years as a teacher in the public schools of Alabama, one year as principal of a junior high school.

* * *

Mrs. Walter H. Buhlig, associate editor of *CHILD WELFARE*, has been broadcasting during the summer over WMAQ in Chicago for the Illinois Library Association in conjunction with the Illinois Congress period on Saturdays. The Illinois Congress period was conducted in connection with the Summer School of the Air, a project of WMAQ to compensate in a measure for the closing of the usual Chicago summer schools. The course met a great need and an enthusiastic response. One woman wrote to the station: "My husband never went beyond the third grade, so I am going to listen in and learn him at night."

A teacher in a Chicago suburb—who is also a P. T. A. president—during the summer gathered a group of forty children of all grades in a dance hall to receive the

September, 1932

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lessons broadcast. One mother brought a radio each day; two high school girls helped occupy the pupils with work and games when lessons were not going on. There were also weekly trips to points of interest.

* * *

The Mississippi Congress has offered a one-year subscription to *CHILD WELFARE* to the association which has the required membership quota and the largest percentage of fathers enrolled. The Hawaii Congress offers a year's subscription to the magazine to any local association which reaches its membership quota "at any time during the year" when the goal is reached.

* * *

Mrs. Charles H. Remington, Chairman of the National Committee on *CHILD WELFARE MAGAZINE*, recently returned from a two months' tour of Europe. Mrs. Remington, who was accompanied by her daughter, sister, and niece, visited France, Italy, Belgium, Switzerland, Austria, Sweden, Hungary, and Germany.

HOW THE P. T. A. CAN HELP

PARENT-TEACHER ASSOCIATIONS THROUGHOUT THE COUNTRY FIGHT THE DEPRESSION

By CAROLINE E. HOSMER, Second Vice-President, N.C.P.T.

THE National Congress of Parents and Teachers, which is all-inclusive of the state branches, the 20,079 local Congress units, and the 1,393,454 members, is supremely interested in education, particularly in the great system of American public school education.

"What is the social philosophy of the parent-teacher association?" was asked of a group of active P. T. A. people who knew National, state, and local work and who had had wide and intimate contacts with parent-teacher membership. Different philosophies were discussed, rather casually to be sure, from Socrates and Plato down through the centuries. . . .

The group finally decided that the philosophy of John Dewey best expressed the thinking and the attitudes of the parent-teacher association. His acceptance of democracy, though he knows its faults; his belief that the aim of political order is to help the individual to develop himself completely; his reverence for growth; and his educational principles strike a response from the parent-teacher association.

In Professor Dewey's book, *Democracy in Education*, he centers his philosophy to the task of developing a better generation. This is directly the aim of the parent-teacher association and it sees as a means to that end a great free system of education that shall guarantee to every child "a continuous growth of the mind and a continuous illumination of life," according to his capacity.

From a speech delivered at the Parent-Teacher Section of the Annual Convention of the National Education Association, Atlantic City, June 27, 1932.

THE P. T. A. AND THE DEPRESSION

EDUCATION advanced conspicuously in these United States for many years—more schools, better buildings and equipment, better qualified and better-trained teachers, extended and developing curricula to meet the needs of every child. And then came the Depression. The term itself is deadly; the only name commensurate in dire significance is to be found in *Pilgrim's Progress*, "The Slough of Despond."

The parent-teacher association, a great cross section of the country's citizenry, was itself hard hit by lost investments, bank failures, reduced incomes, lost jobs; but the members crawled out of the Depression and rallied round the rim. There was work to be done. The first task was to see that the children, where family incomes had been reduced to nothing or next to nothing, were properly fed and clothed. This type of work is not in the regular parent-teacher program, but was made necessary through the emergency, either because the social service agencies were not able to carry the additional load and needed such cooperation, or because in some communities no welfare agencies existed.

The next thing that engaged the attention of parent-teacher associations was the fact that there seemed to be a tendency when a sacrifice was to be made to the great god Budget that it should be the educational lamb rather than the political lion. This was particularly true in cities where the school board had its funds granted by the

city council. It has been interesting to note that Congress units have stood firmly for the maintenance of our educational standards. If there is waste, either in municipal management or in educational administration, it should be corrected—but if there is to be retrenchment it is desired in fields other than education.

SPECIFIC ACTIVITY

THE reports of specific work done are interesting. A county council of parent-teacher associations—"in a rural county the size of Connecticut"—found that the Taxpayers League had undertaken to have the county commissioners do away with the service of the two school nurses in order to cut down expenses. The council held a meeting and sent a protest to the commissioners, to the Taxpayers League, and had the communication published. Service clubs were contacted and given an explanation of just what this health service meant to rural children. The doctors in the rural communities, the county Red Cross, the public health board were mobilized by the parent-teacher council for the protection of a health service in the schools that had proved its value in child health and protection. The school nurses were retained.

Parent-teacher associations have worked to secure good attendance at public meetings where school matters were under discussion, that they might have a voice in such discussions and help maintain community morale in all matters affecting the schools. They have cooperated with boards of education in selling tax anticipation warrants. In a state hard hit by bank failures, one whole group left the state convention early because they were returning to help put over a bond issue to pay the teachers' salaries. Parent-teacher committees are working with boards of education, studying where cuts in the budget may be made—cuts in maintenance rather than in educational service. In one city the parent-teacher council has a com-

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mittee working not only with the finance committee of the board of education but also with the general tax committee.

A letter sent out by the chairman of the Committee on School Education of one state Congress says, "Without doubt the schools must share in the economies which need to be brought into all public affairs at this time, but let the economies be such that they do not impair the high standards of teaching or the adequate equipment for efficient schools or force unwise curtailment of the curriculum."

One of the objects of the National Congress as stated in the By-Laws is "to secure adequate laws for the care and protection of children." The National Congress has a legislative program and legislative work is carried on by the state branches.

The parent-teacher association is working for a better order of the world; it has a stake in the future; it sees it in terms of Mary and John, and their children, and their children's children.



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Subject Index of CHILD WELFARE Articles

September, 1929-June-July, 1932

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WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 49 for the right answer.

1. We all sympathize with the child who is blind, deaf, or crippled, but often too much sympathy is an additional handicap. True False
2. Frequently high school honor students find it very difficult to maintain a passing average when they get to college. This is often due to the fact that they did not learn how to study when they were preparing for college. True False
3. Children don't notice if meals are served attractively or not so it is not necessary to pay any attention to the way in which their food is served. True False
4. Since pregnancy and labor are normal functions, a woman who lives a normal life needs no special care while she is pregnant. True False
5. In choosing a toy musical instrument for a child it is best to select one that is true to pitch. True False
6. If a mother joins parent-teacher associations in more than one school, she must pay the full dues of each association of which she is a member. True False

OUR EXCEPTIONAL CHILDREN

(Continued from page 14)

our gifted children, we are wasting the most precious material in the world—brain power that should be set free to help solve the problems that confront the United States and the whole world. To quote the White House Conference report, "it is almost a social crime to neglect these highly endowed children," and, "failure to develop the very bright to their highest capacity represents waste of the kind that we can least afford."

How may we work toward the goal of special education of children who are "different"? Many states have laws that are totally inadequate for the provision of special education. Only an enlightened public opinion can gradually bring about changes in the laws. Investigations are needed to discover the best and most economical ways of carrying on such education. In different cities there is great variation in the cost of special education for the same type of handicap. At the present time, teacher-training opportunities for special work, whether it be enriching the program of the very bright child, teaching lip-reading to the deaf child, or guiding the vocational interests of the crippled child, are woefully lacking. But the time may come when "all education will be special," as one educator puts it, "because it seeks to meet the special needs and to develop the special capacity of every child."

Our aim in training for the crippled child, the deaf child, the delinquent, and the gifted is in all cases alike—to enable them to live their lives successfully, making the most of their abilities on a footing with persons not so handicapped. It is we who come in daily contact with these children who may be their salvation. Unless we awake to our responsibilities, unless we educate ourselves to the needs of childhood and the physical and mental hygiene which those needs involve, we are refusing to help in one of the most thrillingly worth while undertakings of a century.

September, 1932



You may hurt your Baby

HOW CAREFUL a mother must be when she is nursing her baby! How quickly any upset condition of her own is passed to her child! She knows that laxative drugs affect her baby's tiny body immediately and strongly. So she uses Nujol, as her doctor advises, gently relieving her own constipation without in any way affecting her milk or her baby.

Probably her doctor first advised her to use Nujol before her baby was born to relieve the usual constipation of pregnancy. She took no chances in those days, knowing how medicinal laxatives were absorbed by her own blood, directly connected with that flowing in the arteries of her unborn child. She will keep on using Nujol, particularly during those trying days each month. For Nujol is not a medicine at all, and contains no drugs. It is just a natural lubricant, gently relieving constipation by absorbing the poisons of body waste and carrying them away. It cannot make you fat. Colorless and tasteless, it will not in any way upset your stomach.

Won't you try it? And won't you be sure to get genuine Nujol, and not some "cheaper" substitute? Many a woman, watching out for her baby's health, has learned this way to keep herself well without medicines!



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READY-MADE COLLECTIONS OF CHILDREN'S BOOKS

(Continued from page 16)

workers in the Institute of Character Research at the University of Iowa. The individual titles of these books are *Familiar Haunts*, *Enchanted Paths*, and *Far Horizons*. They may be bought as a set or separately.

INFORMATIVE SERIES

THOSE who are especially interested in collections of historical and other fact stories will find the Romance of Knowledge Series, published by Little, Brown and Company (Boston), well worth looking into. *Young Folk's Book of Invention*, *Young Folk's Book of Other Lands*, *Young Folk's Book of the Sea* are suggestive of the titles in this series. They may be bought separately or as a set.

An historical set that can be read by younger children can be made up from the series called *Earth's Story*, published by Doubleday, Doran and Company (Garden City, N. Y.). *First Days of History*, *First Days of Knowledge*, *First Days of Man*, all by F. A. Kummer, are interesting titles in this series. A Great Moments Series is also published by Doubleday, Doran. *Great Moments in Science*, *Great Moments in Exploration*, *Great Moments in Freedom* are titles suggesting the scope of this series which makes an attractive historical set.

The Great Days in American History Series, published by Frederick A. Stokes Company (New York), makes an interesting set dealing with American history.

Such "series" as these are not to be confused with the many poor fiction series that are on the market. These

books are written by authors who know their subjects and are able to present them in a way to attract and hold youthful readers.

To make a long story short, there seems to be a good collection of children's stories for every need and every purse.

WHY FAILURE IN COLLEGE?

(Continued from page 6)

in college realize that to enforce or even to encourage a college education for some individuals is manifestly taking an unfair advantage of both the student and his parents. The capacity for sacrifice on the part of mothers and fathers seems limitless and there are times when one wonders if the game has been worth the candle for them. As to the student himself, the unavailing

albeit honest struggle with something beyond one, the humiliation attendant upon failure—indeed, all the effects of being in the wrong niche and doing work for which one is not fitted—are part of the annual crop of sad occurrences of the college year. Shall we not do better if we say to many of these docile Johns and Marys who crowd about our gates: "Think well before you dedicate four supremely good years to a mode of life that you are seeking only because others seek it; that may disappoint you and twist you and in the end give you only a grudging reward. Decide now, rather, to make the most of the many

other things which life offers, and for which you may be eminently fitted, and leave college for those to whom the intellectual life is foremost."

Save your back numbers of CHILD WELFARE for their great value both to the local association and to the individual parent and teacher.



RESOLUTIONS

ADOPTED BY THE THIRTY-SIXTH ANNUAL CONVENTION OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, MINNEAPOLIS—MAY 15-20, 1932

THE National Congress of Parents and Teachers recognizes its obligation to safeguard youth through the crisis created by an economic stringency; it pledges continued effort to sustain whatever has been gained in material advantages for the childhood of America and dedicates itself anew to the advancement of those intangibles which bring to childhood and youth an appreciation of true life values which are not in any wise dependent upon the financial conditions of the nation.

Realizing that the public school is the ideal instrument for the development of an enlightened citizenship, we pledge our hearty support to the maintenance of public schools at a standard consistent with the efficient training of youth, urging strict economy in administration in order that terms of school need not be shortened and that the entire program of physical, mental, vocational, and character training may be maintained. We reaffirm our devotion to the ideals of the Congress as set forth in its by-laws and in the sevenfold program of home and school and accept once more the challenge to translate into a program of activity the provisions of the Children's Charter to the end that every child shall have equal opportunity to develop a wholesome and happy adjustment to society. We pledge ourselves to a study of economic problems that we may attain the understanding which will enable us to assist in their intelligent solution.

I. Safeguarding Childhood Through the Home

1. Every child is entitled to the security of a home and the opportunity to grow up in a family with adequate standards of living; therefore we believe that the state and federal governments must take cognizance of the present unemployment situation to the end that every wage earner may have an opportunity to earn a living adequate to the needs of his family as the surest safeguard against social handicaps for the child.

2. We call attention to the protections for child health that only a home can give and urge parents to make use of help and instruction offered by recognized authorities in this field. We ask that parents everywhere safeguard the physical and mental health of the child through carefully planned programs of work, recreation, and rest; by protecting his personality; and by assuming responsibility for the establishment of standards of life.

3. Recognizing the effect of economic conditions on growth and development with special reference to the preschool child, we urge increased attention to the Summer Round-Up and recommend that local units make strenuous efforts to see that remediable defects of preschool children be corrected and that wherever possible provisions

be made for those cases whose parents are unable to meet the financial burden of medical, dental, or surgical care.

4. Recognizing the tremendous importance of the home in conserving and developing child life, we pledge ourselves to support in every possible way the maintenance and expansion of home-making education in the public school, and urge school administrators to make adequate and equitable provision for such instruction.

5. We observe with alarm the increase of crime and tragedy among the youth of our country incident to the possession of firearms. We urge that the attention of parents be directed to the menace to life through deadly weapons in the hands of minors and irresponsible persons.

6. We reaffirm our confidence in the highly desirable outcomes of an effective program in vocational guidance based upon the interests, abilities, and aptitudes of youth and call upon the home to recognize and cooperate with this service.

7. We believe that it is the responsibility of all parents and teachers to rear children to respect authority and obedience to law; and in recognition of this, the 200th anniversary of the birth of George Washington, we advocate such programs of character education as shall inculcate those noble characteristics exemplified in the life of the Founder of this Republic.

8. We believe that the spiritual training of the child is supremely important; that religion is the mainspring of life; that every child has a right to a faith, and a right to understand and share his spiritual heritage. We therefore urge parents to cultivate in their children the highest spiritual values.

I. Safeguarding Childhood Through the School

1. We express our profound appreciation of the resolution of commendation of the program and work of the National Congress of Parents and Teachers unanimously adopted by the convention of the Department of Superintendence in 1932. Recognizing cooperation between home and school as a major objective of the Congress, we call upon superintendents, principals, and teachers everywhere for such assistance as will result in the organization of a Congress unit in every school.

2. We recognize the added responsibilities that are being carried by the teachers of the nation during this period of economic adjustment and we desire to record our appreciation of their unselfish service to the children of the nation. We stand for teachers of training, character, and culture; for adequate tenure and retirement laws; and for a single salary schedule for all teachers of equal training and experience, regardless of sex.

3. We deplore the drastic reductions recently

made by Congress in the appropriations for the Office of Education which will not only weaken its efficiency but actually cut off many activities of great value to education. In our judgment this constitutes a grave discrimination against a service to education which never has been sufficient to meet the needs. We urge Congress at the earliest opportunity to remedy this situation.

4. The National Advisory Committee on Education, appointed in May, 1929, by the Secretary of the Interior to study the relation of the federal government to education has vitally contributed to the progress of education. Its final report entitled "Federal Relations to Education" recommends a federal Department of Education with a secretary in the President's Cabinet, and urges that the control and administration of education remain with the states. We reaffirm our belief that the establishment of such a department would contribute greatly to efficiency and economy in the administration of education, and we urge a nationwide study of the findings and recommendations of this important document.

5. Since the ability to earn a livelihood is of basic importance in the development of a socially useful person, we believe it is imperative that education in the vocations as well as in the general art of living be made an integral part of the programs of all school systems.

III. Safeguarding Childhood Through the Community

1. Trends in parent education indicate the need for its correlation with other social movements. We therefore recommend that the Congress, through its intelligent and informed membership, guide such correlation and thereby further the better integration between home, school, and community.

2. Recognizing the tendency of state and local governments to reduce appropriations for protection and promotion of public health, particularly those appropriations affecting child and maternal health, we recommend that strenuous efforts be made to protect such appropriations from undue and unreasonable reductions.

3. We believe in such cooperative effort as will develop safety attitudes and skills among children and adults for their protection while at work and play.

4. We urge our associations throughout the country to strive vigorously for the maintenance, and where need demands it, for the increase of those services of municipal government which have to do with recreation, since public recreation centers and playgrounds are a vital factor in maintaining community morale and contribute to health and happiness of childhood and the family. We urge the increasing use of the public schools as recreation centers under trained leadership and urge further effort to provide adequate play areas for the needs of childhood.

5. We believe that the essential services of existing libraries must be safeguarded in this period when people are turning to books as never before, and that library opportunity must be extended to rural people through the establishment of county libraries.

6. We stand for cleaner and better motion pictures; condemn indecent appeals in motion picture advertising; and declare our disapproval of the

system of blind-booking and block-booking of films.

7. We believe that radio is a form of education and should be used to enrich and extend home and community life; that the broadcasting channels should be properly regulated by national and state authorities and freed from objectionable advertising.

8. We recommend an active program of education in school and home as to the effects of alcoholic liquor on safety, health, and character. We urge the strict and impartial enforcement of the Eighteenth Amendment.

9. We reaffirm our stand that separate detention homes should be provided for all children who need such care and that judges qualified by training and experience should preside over juvenile court cases. We believe that special attention should be given to the treatment of juveniles in federal custody and that under no circumstances should they be confined in prisons with adult offenders.

10. We urge that pending the ratification of the child labor amendment to the United States Constitution, state branches work for the passage of state laws which will protect children from exploitation.

11. Realizing the importance to future generations of children of creating and fostering friendly attitudes among the peoples of the world, we call upon our members to further in every way possible the world-wide crusade for child welfare through education inaugurated and carried on by the International Federation of Home and School; and to this end we urge that parents and teachers lend their influence to promote in every land intelligent cooperation, community improvement, the training of parents, the education of public opinion in order that together we may attain our universal goal—the unity of all education in the life of the child in home, school, and community.

Courtesy

We desire to express our appreciation of the careful and efficient planning of the Minnesota Congress of Parents and Teachers; of the generous hospitality and personal friendliness of the Minneapolis, St. Paul, and Duluth Councils; of the citizens and officials of these cities, especially the Minneapolis Chamber of Commerce; of the hotels; of the press; and of all organizations and individuals who have helped to make this convention one of pleasure and profit. We wish to express our gratitude for the broadcasting facilities of the local station WCCO and the Columbia Broadcasting System for the opportunity to send the messages from one session of our convention to our entire membership.

Especially do we appreciate the help and inspiration afforded by the Homemaking Conference and extend sincere thanks to United States Commissioner of Education, William John Cooper, for making this conference possible.

(Signed) MRS. W. D. COOK
MRS. W. E. GREENWOOD
MRS. W. F. LITTLE
MRS. J. K. PETTINGILL
MRS. C. H. THORPE
MISS CHARL O. WILLIAMS
MRS. J. SHERMAN BROWN
Chairman

BOUQUETS!

CHILD WELFARE, of which I am so happy as to own a copy, is, from my point of view as a specialist for children, practically ideal. It comes up exactly to a standard that I have had in mind for many years. I am thoroughly pleased with your publication. I am very happy to know of the great, good work you are accomplishing in the United States.—H. SANDAYA, *Sandaya Sanitarium for Children, Kobe, Japan.*

CHILD WELFARE will always have a big place in the program of our state parent-teacher work. I do not quite see how any parent-teacher worker can efficiently accomplish her program without the help of our wonderful CHILD WELFARE MAGAZINE.—(MRS.) ETHEL W. SELBY, *President, Florida Congress.*

I just want you to know how much I've enjoyed the last CHILD WELFARE—each one seems to be bigger and better in every way and I thought the maximum had already been reached. The magazine arrived this morning and I intended only looking inside, and reading it later. But once started, I just couldn't stop, and I did enjoy every paragraph so much I felt I must tell you.—(MRS.) GRACE CASE, *Recording Secretary, Connecticut Congress of Parents and Teachers.*

Trying to do parent-teacher work without CHILD WELFARE at hand is like a minister trying to carry on his work without his Bible. The whole magazine is full of information and inspiration.—(MRS.) EDITH M. LUEDECKER, *Secretary, McKinley P. T. A.; State Chairman, Recreation, Olympia, Washington.*

I would like to take this opportunity to extend a word of praise for the excellent quality of the magazine. It seems to me CHILD WELFARE not only helps in parent-teacher work but would, if it could be read intelligently by every father and mother, soon bring about changed conditions for our children. As it is, I am sure it brings help and encouragement to many.—(MRS.) RUTH C. WARWICK, *Westmoreland Depot, New Hampshire.*

CHILD WELFARE is my most interesting magazine! I look forward to its coming as much as though it contained the most thrilling serial. I have three boys—fourteen, ten, and seven—and my problems are many.—MRS. HENRY F. WOLFEL, *Grand Rapids, Michigan.*

I was very glad to have had the chance to get acquainted with this excellent magazine, CHILD WELFARE, without the aid of which no American home should try to bring up a family.—(MRS.) KATHERINE R. MIZWA, *Cambridge Springs, Pennsylvania.*

While at our Public Library last week, I saw a teacher with a file of CHILD WELFARE near her. She expressed her appreciation for our magazine in very decided language. I am pleased to know that CHILD WELFARE is in five of our libraries here.—MRS. E. J. WILLIAMS, *Detroit, Michigan.*

Not one of these comments was solicited.—*The Editor.*

September, 1932

"IN LITTLE PANTIES WHEN 3 MONTHS OLD"



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WHAT DO YOU THINK?

These are the answers to the true-false statements on page 44. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- | | |
|------------------|-----------------|
| 1. True, p. 13. | 4. False, p. 8. |
| 2. True, p. 5. | 5. True, p. 18. |
| 3. False, p. 26. | 6. True, p. 52. |

BOOKSHELF



Thom, Douglas A. "Normal Youth and Its Everyday Problems." New York: Appleton. \$2.50.

Washburne, Carleton. "Adjusting the School to the Child." Yonkers-on-Hudson, N. Y.: World Book Co. \$1.68.

Cobb, Ernest. "One Foot on the Ground." New York: Putnam. \$2.

Maternity Center Association, New York. "Maternity Handbook." New York: Putnam. \$1.

By WINNIFRED KING RUGG



DOUGLAS A. THOM, author of a book that has long held place on almost every parent education list, *Everyday Problems of the Everyday Child*, writes now about the second decade of a child's life in *Normal Youth and Its Everyday Problems*.

Dr. Thom emphasizes the word "normal." Adolescence is a normal phase through which all children pass; much of their perplexing conduct is their normal reaction to certain conditions in their environment; there are principles of guidance that can be learned and followed by parents and teachers that will prevent these normal reactions from becoming real problems of maladjustment. And, finally, the young people about whom Dr. Thom writes are normal boys and girls, not delinquents or defectives, but like your child and mine.

The tone of the book is frank, sane, wholly free from emotion or sentimentality. Dr. Thom lets light and air into some dark corners. He writes clearly, easily, and helpfully on such topics as adjustment to sex impulses, educational maladjustment, undesirable habits and personality traits, efforts to escape from difficult situations, and—fully as important as the others—the relationship between parent and child. In effect, Dr. Thom urges parents to guide this relationship by their heads rather than by their hearts.

Pros and Cons of Progressive Education

Two books on the subject of Progressive Education present opposite sides of the shield. One forms a part of the Measurement and Adjustment Series edited by Lewis M. Terman, and is written by that well-known pioneer in child-centered teaching, Carleton Washburne, Superintendent of Schools in Winnetka, Illinois. In *Adjusting the School to the Child*, Mr. Washburne gives an account of the cooperative research and teaching that is being carried out in the Winnetka Public Schools. Progressive Education as in operation in Winnetka is based on the educational philosophy that freedom of self-expression and the

right of the individual to vary from his fellows are essential. On the other hand it recognizes the fact that one individual must live with others and function with them and acquire certain skills, such as reading, spelling, writing, figuring, and the mastery of common knowledge. By "individualized instruction" Winnetka gives half the child's day to self-directed study; the other half of the day is spent in socialized group work. Mr. Washburne tells how both the individual and the group work are carried out, with specific and definite directions to teachers and school administrators who wish to try something of the same kind. His book records an actual accomplishment through a period of twelve years.

On the other hand, *One Foot on the Ground*, by Ernest Cobb, is direct criticism of Progressive Education, more particularly in secondary schools.

Mr. Cobb, not to be confused with his cousin, Stanwood Cobb, author of *The New Leaven*, starts out by saying that he was one of the earliest members of the Progressive Education Association and still retains his membership. He rates himself as a progressive, but one with a small rather than a capital P. He takes his stand on the ground of common sense.

The two major points in Mr. Cobb's criticism are that Progressive Education has not been tried out long enough to justify the sweeping claims that some of its proponents make for it, and that children are not fitted for self-direction. To both of these charges Progressives who begin the word with, let us say, a middle-sized P will answer (1) that they are more modest in their claims than Mr. Cobb thinks, and (2) that children in a good Progressive school are under the subtle guidance of good teachers.

At any rate the Progressives declare themselves in need of "severe self-criticism and appraisal," and say that all theories and systems profit by honest, intelligent criticism from without. The more, the better. One foot surely should be on the ground; Mr. Cobb thinks there are times when both ought to be there, but in that case how can one walk?

A Maternity Manual

Maternity Handbook is addressed to expectant fathers and pregnant mothers. It puts into simple language the result of the experience of the Maternity Center Association of New York, and is a safe and reasonable manual that will help parents before and after the birth of their child. Proper care—first, last, and always—is the initial, emphatic piece of advice. Obtain skilled advice and follow it. Then come directions about diet and clothing for the mother; the layette; the after care of mother and baby; and the training of the little baby. The text is prepared by Anne A. Stevens and the illustrations are by Margaret Ayer.

HISTORY FUND

IN addition to the list of contributors to the History Fund which was given in the March issue of *CHILD WELFARE*, the following states have made contributions:

Connecticut	Minnesota
Idaho	Nebraska
Illinois	North Carolina
Iowa	Pennsylvania
Kentucky	South Dakota

All who wish to contribute to a special fund which will be applied to a history of the National Congress of Parents and Teachers now being written by Winnifred King Rugg, are asked to send checks to Mrs. B. I. Elliott, National Treasurer, 771 N. E. Seventy-First Street, Portland, Oregon.

A STAMP OF MERIT

The appearance of an advertisement in *CHILD WELFARE* is in itself a stamp of merit. You can depend upon the products of the following firms:

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PILOTING MODERN YOUTH

A Guide for Parents, Teachers, and Others Dealing With Adolescents

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"... exceedingly timely . . . should be in the hands of every parent and teacher."—*Paul F. Voelker, President, Battle Creek College.*

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CONSULTATION SERVICE

QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

New President—I have been elected president of our P. T. A. and want to know more about the work. Where can I get help?

(1) Study the National Congress publications prepared for your guidance: the "Handbook," "Activities and Projects," and the Congress leaflets, particularly "Parliamentary Procedure," included in the local unit package sent to Congress parent-teacher associations by the state branch. Consult the order blank which lists all of the publications of the National Congress and announces the current Congress Library. (2) If your association does not have these publications, write to the office of your state Congress. The address of your state president is given on the inside back cover of this magazine. (3) Register for a correspondence course in parent-teacher work through your state Congress. (4) Study CHILD WELFARE and your state parent-teacher bulletin regularly. (5) Attend council, district, state, and national parent-teacher meetings. (6) Confer with your executive committee and your local members who have had experience and training of value to the work. (7) Study your local, state, and national by-laws.

Parent-Teacher Meeting—What part should the president take in the regular parent-teacher meeting?

The president presides at all meetings, but sometimes arranges to turn the meeting over to the program committee or another committee after the short business session. "Handbook," pages 14, 29-32; "Parliamentary Procedure" leaflet.

Membership Committee—What are the first duties of the membership chairman?

Have your committee meet before school opens. Hold several meetings if possible. Study the aims and purposes of the parent-teacher movement. Be informed concerning the year's objectives and the program plans and activities of your association. Study the suggestions of your state membership chairman and the reports of your National chairman in the Congress *Proceedings*. Read the "Membership" leaflet. Outline the year's work of the committee and plan your membership drive for the early fall. Be ready to offer the opportunity and privilege of active membership in your association as one of the greatest safeguards for children. The necessity for parent-teacher cooperation is acute during this crisis. "Handbook," pages 19, 20.

The Consultation Service is represented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

Graduating Members to High School Associations—As membership chairman of a junior high school parent-teacher association, I am interested in methods used for reaching parents of the children who are graduating from the various grade schools to the junior high school. Please send suggestions.

With the cooperation of the grade school associations, the membership committee of the junior high school parent-teacher association should plan to be represented at a meeting of each grade school association to extend an invitation. Information about the junior high school association, its program for the year, and other material might be distributed during the social hour. The membership committee should compile a list of the parents of the children who are to enter the junior high school in September and February. The junior high school association might invite these parents as guests at the January and May meetings. Read the "Highschool" and "Membership" leaflets.

Congress Memberships—A. I want to belong to parent-teacher associations in three schools where I have children attending. Must I pay the full amount of dues in more than one of the associations to be an active member in each association? B. If so, would I be counted three times in the state and national memberships?

A. Yes, you must pay dues regularly in each association in which you are an active member. As set forth in the by-laws, membership in each Congress parent-teacher association includes membership in the National Congress and the state branch. The annual dues paid for active membership in a local unit, therefore, include an apportionment for the local, the state, and the national. The following are reasons for this ruling: The apportionment of dues enables each association to have state and national service for its specific type of work; the active members of each association participate in state and national affairs through electing officers and delegates who are voting members of the convention. National "By-Laws," Article X. Section I; "Handbook," page 27; "Treasurers" leaflet, page 7.

B. The National Congress membership of 1,393,454 includes many Congress members who have taken out two or more memberships because of their interest in two or more types of parent-teacher associations. It is the total number of memberships which is reported annually by the National Treasurer.



Question—Please tell me how to help my eleven-year-old boy to get along with children of his own age. He seems afraid of them, and spends his time with adults or smaller children. He is just as I was and does not know how to get along. He is easily upset. The boy's father does not take an interest in him or his brother and they turn to me. I don't want them to have a "mother complex."

Perhaps something has happened to cause him to be afraid. If you can find out what caused the fear, you may be able to remove it. Help him to establish in its place confidence in himself. Let him have some gymnasium apparatus—turning poles, bars, and swings. These can be made at home. Acquiring some physical skill will help your son to develop self-confidence and other boys will admire his accomplishment.

Give him every opportunity for group activity. Perhaps he could play in the school band or orchestra, or on the ball team. He might belong to a school or church club and take part in games and sports. Encourage him to participate in hikes, picnics, and camping where there is some adult direction or supervision.

Teach him to do his part in sharing at home and with his friends. Help him to see that there is more fun in sharing and that cooperation brings satisfaction and promotes good feeling.

Let him invite his friends to the home, perhaps a few at a time at first. Repeat this often so that he may learn to get along with other children of his age. You might be near by to help direct and join in the fun. But be careful to keep in the background.

Try to develop responsibility by letting him share in the work at home. Give him a few daily duties and let him feel that he is contributing to the happiness of the family. The cooperation of all the members of the home will help him.

Perhaps you could get some man such as a Boy Scout master, Sunday school teacher, or Y. M. C. A. worker to become interested in him and direct some of his activities. Boys need the influence of a good man.

Plan some games in the home, and out-of-door trips. Invite Father to these. Perhaps he will become more interested in the boys when he participates in some of their adventures and fun. Keep CHILD WELFARE MAGAZINE on the table where Father may see it and perhaps read it.

Question—My boy is five—active, in good health, and intelligent. Is it advisable to start him to school before he is six? We have no kindergarten. The teacher in our school is in favor of sending him to school.

It would depend very much upon the child's health and ability, as well as on the home and neighborhood environment. The type of first-grade teacher he would have is also an important point to consider. While six years is the generally accepted age for school entrance, there are, of course, some exceptions.

Be careful, however, not to push the child nor begin his formal education too early so that he becomes tired of it before he is through the grades. Then, too, when he goes to school he should associate with children of his own age. If he is too young he will not be able to enter into their play or to compete with them; social adjustments will be difficult for him to make.

Even if your boy does not enter school this year, many worth while things may be his—companionship, outdoor and indoor play, ability to use his hands, helpfulness in the home, drawing, music, stories. The wise mother will see that her small children are provided with these opportunities, thereby making their preschool life rich and interesting as well as profitable. All this may be provided with very little or no extra expense. Then when the boy enters school he will have a good background and some wholesome experiences to help him make a right start. Consider these points before making a decision.

Question—My daughter of nine is sway-back. Would exercises help her? What can I do for her?

See that your daughter has a physical examination. Sometimes children have physical defects which make it difficult for them to maintain a correct posture. Ill-fitting clothes and incorrect shoes frequently are the cause of poor posture.

Keep her in good health with long hours of sleep, nutritious food, outdoor play. Avoid over-fatigue and overstimulation. Consult a physical culture teacher for special exercises to assist in the correction. Encourage her efforts to improve.

Question—I am a new subscriber and look forward eagerly to the "Child Welfare Magazine." My daughter is boy crazy. I am distressed.

Read the answer to a similar question in this department in the May issue of CHILD WELFARE. If that is not sufficient write again, sending your address, and further information will be mailed to you.

(This department is conducted with the cooperation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)



By ELIZABETH K. KERNS • Associate Chairman, National Committee on Motion Pictures

Boiling Point, The—Hoot Gibson-Helen Foster
Allied Pictures. Directed by George Melford.

All about a cowboy who loses his temper so often that he is put on probation to learn to control it. He has to suffer quite a lot of spoofing which he finds out is due to an enemy. He unmasks this villain and wins the girl.

Adults—good. 14 to 18, entertaining. Under 14, good.

Congress Dances—Lillian Harvey-Lil Dagover-Conrad Veit. U. F. A. Story by Norbert Falk. Directed by Charell.

A foreign-made costume picture of European life during the nineteenth century. Rather subtle humor in which a czar finds romance in a bouquet of flowers. Splendid music and good direction.

Adults—entertaining. 14 to 18, yes. Under 14, no interest.

First Year—Charles Farrell-Janet Gaynor. Fox. Story by Frank Craven. Directed by William K. Howard.

Young lovers launched on the sea of matrimony strike some squalls, bicker, fight, separate and come together again as they cannot live apart. Humor, pathos, and action abound. The cast is so exceptionally good that this much-loved team must share honors.

Adults—pleasing. 14 to 18, delightful. Under 14, good.

Igloo—Native cast. Universal. Directed by Ewing Scott.

An authentic picture of everyday life in the Arctic regions, north of Point Barrow, Alaska. It is a story of the Eskimos, their occupations, social life and adventures. A narrative of explanation and information accompanies the picture.

Adults—excellent. 14 to 18, excellent. Under 14, excellent.

Madame Racketeer—Alison Skipworth-Richard Bennett. Paramount. Directed by Alex. Hall and H. Wagstaff Gribble.

A clever and well-cast comedy which features a notorious confidence woman, who, between jail terms, descends upon her husband and their two daughters whom she deserted many years before. She poses as a "Countess," worries her husband to distraction, saves her younger daughter from the clutches of a criminal, marries the older one to a banker's son, is caught in the meshes of the law, and goes back to jail. The entire picture is far from the truth, but entertaining.

Adults—amusing. 14 to 18, perhaps. Under 14, no.

Make Me a Star—Stuart Erwin-Joan Blondell. Paramount. From "Merton of the Movies," by H. L. Wilson. Directed by William Beaudine.

A country bumpkin who devoutly believes in his ability to succeed in pictures goes to Hollywood. An actress who is at first amused at his confidence and afterwards sorry as ill-luck descends upon him, secures him a part in a picture. The blow falls when the picture is released and he finds himself burlesquing his favorite star instead of being cast in a serious part.

Adults—fair. 14 to 18, entertaining. Under 14, harmless.

Man Called Back, The—Conrad Nagel-John Halliday-Doris Kenyon. From novel "Silent

Thunder," by Andrew Soutar. Directed by Robert Florey.

A well-cast dramatic picture of a drink-sodden surgeon who is befriended by a fast-living English gentleman and given a chance at regeneration. Later when the gentleman is found dead and the wife accused of the murder, the surgeon befriends her and she is found to be innocent. The surgeon and widow marry.

Adults—good drama. 14 to 18, unsuitable. Under 14, no.

McKenna of the Mounted—Buck Jones. Columbia. Directed by E. Ross Lederman.

Story of the Northwest Mounted in which the hero, although disgraced, comes through with his man and is cleared.

Adults—fair. 14 to 18, exciting. Under 14, exciting.

Million Dollar Legs—W. C. Fields-Jack Oakie. Paramount. Directed by Edward Cline.

A fantastic yarn about athletes brought to the Olympic games from a mythical bankrupt kingdom. In spite of a slinky vamp and a cabinet of traitors the athletes use their "million-dollar legs" to good purpose and an American millionaire helps the financially embarrassed kingdom.

Adults—all nonsense. Somewhat boring. 14 to 18, funny, perhaps. Under 14, funny.

Miss Pinkerton—Joan Blondell-George Brent. First National. Story by Mary Roberts Rinehart. Directed by Lloyd Bacon.

Murder mystery in death of nephew of old lady. Nurse engaged to care for elderly patient finds position exciting and fraught with danger. She becomes something of a detective and helps the inspector solve the mystery. Picture does not measure up to story.

Adults—fair. 14 to 18, only passable. Under 14, no.

New Morals for Old—Robert Young-Margaret Perry. Metro-Goldwyn-Mayer. From stage play "After All." Directed by Charles F. Brabin.

A story of modern children and old-fashioned parents which exemplifies the saying that "the radicals of today become the conservatives of tomorrow." The children flout the manners and morals of their parents, but experience brings home to them that fundamentals must be regarded.

Adults—see it. 14 to 18, no. Under 14, no.

Purchase Price—Barbara Stanwyck-George Brent. Warner. Adapted from "The Mud Lark," by Arthur Stringer. Directed by William A. Wellman.

A sexy adaptation of an interesting story. In spots the picture is appealing and dramatic with some good characterizations, but never convincing.

Adults—unconvincing. 14 to 18, unsuitable. Under 14, no.

Rebecca of Sunnybrook Farm—Marion Nixon-Ralph Bellamy. Fox. Story by Kate Douglas Wiggin. Directed by Alfred Santell.

A very delightful picture with some mild touches of comedy. Miss Nixon makes a charming heroine. A few mature spots, though handled with discrimination, are entirely unnecessary.

Adults—pleasing. 14 to 18, enjoyable. Under 14, yes.

REVIEW

Red Headed Woman—Jean Harlow—Chester Morris. Metro-Goldwyn-Mayer. "The Saturday Evening Post" story by Katherine Brush. Directed by Jack Conway.

A picture which features the triumphs of a cheap vulgar woman. Drink, sex and gold digging.

Adults—trash. 14 to 18, pernicious. Under 14, no.

Roar of the Dragon—Richard Dix—Gevil Andre. R. K. O.-Pathe. Directed by Wesley Ruggles.

Wild melodrama in which American tourists in China are attacked by bandits. Very exciting with much shooting and some killing. The repulsive bandits will appeal to neither sensitive nor young people.

Adults—wildly exciting. 14 to 18, nightmarish. Under 14, no.

Stranger in Town—Chic Sale—Ann Dvorak. Warner. Directed by Erle C. Kenton.

A small-town comedy with much appeal. It tells of the competition of the chain store and its methods of getting business. A wholesome love story adds interest.

Adults—enjoyable. 14 to 18, wholesome. Under 14, yes.

Thunder Below—Tallulah Bankhead—Charles Bickford—Paul Lukas. Paramount. From the novel by Thomas Rourke. Directed by Richard Wallace.

Story of a married woman in a tropical jungle and three men struggling for her love. The wife solves the problem by throwing herself from a cliff to the rocks below. The sea birds rise in confusion and the cry of the "laughing" gulls rings in your ears as the picture fades.

Adults—interesting. 14 to 18, unsuitable. Under 14, no.

Tom Brown of Culver—Tom Brown—H. B. Warner. Universal. Directed by William Weyler.

A picture which everyone should see, especially boys. The story is about the school life of a boy sent to Culver Military Academy by the American Legion in memory of his father who was lost in the World War.

Adults—excellent. 14 to 18, excellent. Under 14, excellent.

Two Fisted Law—Tim McCoy—Alice Lake. Columbia. Directed by D. Ross Lederman.

A Western in which the hero saves the heroine from the villain who plans to rob her of her ranch. The hero also settles his score with the villain.

Adults—matter of taste. 14 to 18, exciting. Under 14, exciting.

Unashamed—Helen Twelvetrees—Robert Young—Lewis Stone—Jean Hersholt. M.-G.-M. From a story by Bayard Veiller. Directed by Harry Beaumont.

A rather sordid story of a wealthy girl being tricked into accompanying her sweetheart to a hotel overnight, thereby hoping to force her father to consent to their marriage. The sweetheart, merely after the girl's fortune, is murdered and her brother is arrested for the crime. After she testifies the brother is found not guilty. An actual happening in one of the large cities no doubt suggested this story.

Adults—matter of taste. 14 to 18, no. Under 14, no.

Vanishing Frontier, The—Johnny Mack Brown—Zasu Pitts. Paramount. Directed by Phil Rosen.

An historical romance of the days when California became a part of the U. S. and the Spanish dons had difficulty adapting themselves to the change. It is a clean, wholesome picture with plenty of dash, action, beautiful outdoor scenery and romantic situations.

Adults—enjoyable. 14 to 18, excellent. Under 14, good.

Washington Masquerade—Lionel Barrymore—Karen Morley. Metro-Goldwyn-Mayer. From stage play "The Claw." Directed by Charles Brabin.

Entering politics with high ideals and smashing the corrupt political machine in his state, a Senator eventually sacrifices all for an ambitious woman who only married him to use her wiles to destroy his power in public life.

Adults—of great interest. 14 to 18, perhaps. Under 14, no.

Westward Passage—Ann Harding—Lawrence Olivier. Novel by Margaret Ayer Barnes. Directed by Robert Milton.

Confused as to story and moral values, the picture leaves the impression that experience has done little to develop or discipline the leading characters.

Adults—disappointing. 14 to 18, unwholesome. Under 14, no.

What Price Hollywood—Constance Bennett—Neil Hamilton—Gregory Ratoff—Lowell Sherman. R. K. O.-Pathe. Story by Adela Rogers St. John. Directed by George Cukor.

A clever satire on the "inside stuff" used in building a picture star. A waitress is boosted up the ladder from obscurity to fame with its attendant heartaches and disillusion. Sex and drink much in evidence.

Adults—matter of taste. 14 to 18, by no means. Under 14, no.

White Devil, The—Ivan Mosjoukine—Lil Dagover. U. F. A. From the Tolstoi novel "Hadschi Murat." Directed by Alexander Wolkoff.

This picture presents supposedly correct incidents during the reign of Nicholas First in Russia. The leader of a band of mountaineers is brought into direct opposition with the Emperor's forces. However, he wins the affection of the woman of his heart in spite of the Czar's affection for her. Beautiful ballet scenes.

Adults—entertaining. 14 to 18, possibly. Under 14, no.

Widow in Scarlet—Dorothy Revier—Kenneth Harlan. Mayfair. Directed by George B. Seitz.

Plot about a necklace, jewel thieves and a widow who wagers to steal the necklace.

Adults—fair. 14 to 18, not recommended. Under 14, no.

Winner Take All—James Cagney—Marion Nixon. Warner. Directed by Roy Del Ruth.

A young boxer, recuperating in the country, falls in love with a country girl. He returns to the city to fight for her love and money to help her out of her difficulties. Once there, he forgets her for a society girl interested in him only as an oddity. Eventually he returns to his country love.

Adults—interesting. 14 to 18, badly. Under 14, no interest.

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About Older Boys and Girls

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For Parent-Teacher Units

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41, 42, 47, 49, 50, 52



Concerning All Children

Turn to pages 12, 15, 19, 24, 30, 50, 54

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